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ABSTRACT

Provided are appendixes from the 1974 annual report of the Leadership Training Institute on the gifted and talented. Included in Section A are a copy of a letter from the project director to consultants and the following tables: table 1--response to student activity questionnaire, table 2--public elementary and secondary school information, table 3--private and parochial elementary and secondary information, table 4a-4f--expenditures of public schools 1970 - 1975, table 5a - 5f--professional personnel 1970 - 75, table 6a - 6f--student population 1970 - 1975. Section B presents the following: the general information questionnaire and a program evaluation, tables with information on states slow to respond to the questionnaire and states not responding to follow-up efforts, the second summer conference report, and conferences questionnaire analysis. (IM)

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APPENDIX
1974 ANNUAL REPORT OF THE NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED

SECTIONS A AND B

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SECTION A

national/state leadership training
institute on the gifted and the talented

December 14, 1972

Dr. Harold C. Lyon, Director
Office of Gifted and Talented
U. S. Office of Education
Room 2100, ROB-3
Seventh and D Streets, S. W.
Washington, D. C. 20202

Dear Hal:

Thank you for consenting to serve as an ex-officio member of the Executive Advisory Committee of the National/State Leadership Training Institute on the Gifted and the Talented (N/S-LTI-G/T). In this capacity, you will be assisting the N/S-LTI-G/T in major policy and decision making.

As we have previously communicated, responsibilities of ex-officio Committee members will primarily be the following:

1. Executive Advisory Committee members will attend an average of two one-day meetings from 9:00 A.M. to 3:00 P.M. during each fiscal year in the Chicago or Los Angeles area.

2. Members will receive a proposed agenda and appropriate attachments for review prior to each meeting. At the meeting, members will provide criticism and counsel on basic policies, plans, and programs to the N/S-LTI-G/T staff. In addition, they will help in long-range, large-scale planning of education of the gifted and the talented.

Our first meeting will most likely be sometime in February or March in Chicago.

Realizing how crowded your schedule is, we do greatly appreciate your accepting our invitation to be an ex-officio member of the N/S-LTI-G/T Executive Advisory Committee. We look forward to working closely with you in the ensuing months.

Cordially yours,

David M. Jackson
Executive Director
Executive Advisory Committee

Irving S. Sato
Project Director

DMJ:ISS:blc

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los angeles, california 90012
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Table 1
Response to Student Activity Questionnaire

State	Responded	No Response	No G/T Program	State	Responded	No Response	No G/T Program
Alabama		x		Nevada	x		
Alaska		x		New Hampshire	x		
Arizona	x			New Jersey		x	
Arkansas			x	New Mexico	x		
California		x		New York	x		
Colorado		x		North Carolina	x		
Connecticut	x			North Dakota		x	
Delaware			x	Ohio		x	
Florida		x		Oklahoma		x	
Georgia	x			Oregon		x	
Hawaii		x		Pennsylvania	x		
Idaho		x		Rhode Island		x	
Illinois		x		South Carolina		x	
Indiana			x	South Dakota		x	
Iowa		x		Tennessee		x	
Kansas	x			Texas	x		
Kentucky			x	Utah	x		
Louisiana		x		Vermont	x		
Maine	x			Virginia		x	
Maryland	x			Washington		x	
Massachusetts		x		West Virginia		x	
Michigan	x			Wisconsin	x		
Minnesota	x			Wyoming	x		
Mississippi		x		Washington, D.C.		x	
Missouri	x			Puerto Rico		x	
Montana	x			Guam		x	
Nebraska	x						

Table 2

Public Elementary and Secondary Information

	Number of Local Education Agencies						Number of LEA's with G/T Programs					
States	70	71	72	73	74	75	70	71	72	73	74	75
Alabama												
Alaska												
Arizona				290	290	290				4	8	16
Arkansas												
California												
Colorado												
Connecticut	169	169	169	167	164	164	36	36	56	71	80	88
Delaware												
Florida												
Georgia	189	188	188	188	188	188	18	45	69	78	100	
Hawaii												
Idaho												
Illinois												
Indiana												
Iowa												
Kansas					310						3	
Kentucky												
Louisiana												
Maine					290	295						
Maryland	24	24	24	24	24		0	0	1	3	6	
Massachusetts												
Michigan				600						6		
Minnesota					430						35	
Mississippi												
Missouri	686	661	606	594								
Montana		863						1				
Nebraska	1814	1478	1406	1338	1277		13	13	12	12	16	25
Nevada	17	17	17	17	17	17	0	0	0	1	7	15
New Hampshire	160	160	160	160	160	160	1	1	1	1	1	1
New Jersey												
New Mexico	89	89	88	88	88	86				2	2	
New York	736	737	740	736								
North Carolina	152	152	152	151	150	149	102	102	111	111	111	
North Dakota												
Ohio												
Oklahoma												
Oregon												
Pennsylvania	519	519	519	519	519	519		22	26	27	31	
Rhode Island												
South Carolina												
South Dakota												
Tennessee												
Texas	1210		1161	1149	1146	1050						
Utah												
Vermont	55	55	55	56	56	56	0	0	0	0	0	0
Virginia												
Washington												
West Virginia												
Wisconsin	452	444	441	436								
Wyoming				60	60							
Washington, D.C.												
Puerto Rico												
Guam												

Table 3
Private and Parochial, Elementary and Secondary

	Number of Parochial/Private Institutions						Number of Parochial/Private With G/T Programs					
States	70	71	72	73	74	75	70	71	72	73	74	75
Alabama												
Alaska												
Arizona												
Arkansas												
California												
Colorado												
Connecticut					290	290					67	
Delaware												
Florida												
Georgia					271							
Hawaii												
Idaho												
Illinois												
Indiana												
Iowa												
Kansas												
Kentucky												
Louisiana												
Maine					133	138	0	0	0	0	0	0
Maryland												
Massachusetts												
Michigan												
Minnesota					474							
Mississippi												
Missouri												
Montana		66						0				
Nebraska	242	232	227	228	223							
Nevada	2	2	2	2	2	2	0	0	0	0	0	0
New Hampshire	82	83	85	87	89		3	4	7	7	7	7
New Jersey												
New Mexico	77	77	79									
New York	1950	1946	1987	1945								
North Carolina												
North Dakota												
Ohio												
Oklahoma												
Oregon												
Pennsylvania												
Rhode Island												
South Carolina												
South Dakota												
Tennessee												
Texas												
Utah												
Vermont	48	48	48	48	48	48	0	0	0	0	0	0
Virginia												
Washington												
West Virginia												
Wisconsin	805	813	810	828								
Wyoming		12	10		8							
Washington, D.C.												
Puerto Rico												
Guam												

Table 4a.
Expenditures of Public Schools (1970)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES ON G/T PROGRAMS			
	Total				Expenditure on State Administration	Expenditure on all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut		128			30					
Delaware										
Florida										
Georgia		15749	366301	228496	38478		397	0	397	0
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan								0	0	
Minnesota								100	0	
Mississippi										
Missouri	620478				12534	9798				
Montana										
Nebraska								44		
Nevada							0	0	0	0
New Hampshire										
New Jersey										
New Mexico										
New York	5200,000	300,000	2300,000	2700,000			33	0	33	0

Table 4a. (Cont')
Expenditures of Public Schools (1970)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES OF G/T PROGRAMS			
	Total				Expenditure on State Administration	Expenditure of all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
North Carolina	649,647	82,911	453,045	113,691						
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania							4,096			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas					11,000					
Utah										
Vermont	134,917	4,897	38,147	91,876	17,799	1,900	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	1038,530	36,458	295,248	697,422	9,461					
Wyoming	71,137	2,154	27,623	41,663						
Washington, D.C.										
Puerto Rico										
Guam										

Table 4b. (Cont')
Expenditures of Public Schools (1971)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES OF G/T PROGRAMS			
	Total				Expenditure on State Administration	Expenditure of all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
North Carolina	727,350	106,419	492,774	126,157	6,350					
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania							5,120			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas					11,400					
Utah										
Vermont	148,231	6,015	39,689	102,526	1,883	1,900	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	1131,721	41,081	294,495	785,795	10,850					
Wyoming	78,409	2,192								
Washington, D.C.										
Puerto Rico										
Guam										

Expenditures of Public Schools (1971)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES ON G/T PROGRAMS			
	Total	Federal	State	Local	Expenditure on State Administration	Expenditure on all Special Programs	Total	Federal	State	Local
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut		130			31					
Delaware										
Florida										
Georgia	763,051	32,755	456,262	274,034	41,884		616	0	616	0
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan								0	0	
Minnesota								100	0	
Mississippi										
Missouri	674,591				13,161	9,864				
Montana	181,000	10,500	38,350	132,610		93	93	93	0	0
Nebraska	262,924	21,692	44,084	197,147				18		
Nevada							0	0	0	0
New Hampshire										
New Jersey										
New Mexico										
New York	5600,000	300,000	2400,000	2900,000			33	0	33	0

Table 4c.
Expenditures of Public Schools (1972)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES ON G/T PROGRAMS			
	Total	Federal	State	Local	Expenditure on State Administration	Expenditure on all Special Programs	Total	Federal	State	Local
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut		130			34					
Delaware										
Florida										
Georgia	828,238	43,006	481,616	303,616	45,813		812	0	812	0
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan								0	0	
Minnesota								0	0	
Mississippi										
Missouri	747,216				14,362	13,942				
Montana						97	97	97	0	0
Nebraska	290,127	25,259	47,250	217,619				43	144	
Nevada							0	0	0	0
New Hampshire										
New Jersey										
New Mexico										
New York	6000,000	400,000	2500,000	3100,000			33	0	33	0

Table 4c. (Cont'd)
Expenditures of Public Schools (1972)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES OF G/T PROGRAMS			
	Total				Expenditure on State Administration	Expenditure of all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
North Carolina	778,618	118,260	519,814	140,544	6,863					
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania							6,400			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas					11,500					
Utah										
Vermont	159,848	7,568	42,515	109,765	2,010	2,000	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	1315,812	54,445	329,288	421,475	10,604					
Wyoming	85,287	2,824	31,333	51,562	2,657					
Washington, D.C.										
Puerto Rico										
Guam										

Table 4d.
Expenditures of Public Schools (1973)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES ON G/T PROGRAMS			
	Total				Expenditure on State Administration	Expenditure on all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
Alabama										
Alaska										
Arizona		38,423	191,571	192,845			30	0	30	
Arkansas										
California										
Colorado										
Connecticut			134		39	28,000				
Delaware										
Florida										
Georgia	895,699	31,348	530,833	333,518	20,830		947	0	947	0
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland		84,553	329,353	578,210			70	60	10	
Massachusetts										
Michigan	2600,000						160	10	150	
Minnesota								0	0	
Mississippi										
Missouri	308,517				15,675					
Montana										
Nebraska	310,041	26,176	48,000	235,865	12		337	49	288	
Nevada							0	0	0	0
New Hampshire										
New Jersey										
New Mexico						6,000				
New York	5600,000	400,000	2600,000	2600,000			33	0	33	0

Table 4d. (Cont')
Expenditures of Public Schools (1973)
($000)

	OPERATING EXPENDITURES						EXPENDITURES OF G/T PROGRAMS			
States	Total				Expenditure on State Administration	Expenditure of all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
North Carolina	844,275	119,771	560,528	163,975	7,348					
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania							8,000			
Rhode Island										
South Carolina										
South Dakota										
Tennessee					11,854					
Texas										
Utah										
Vermont	164,858	7,115	42,876	114,867	2,067	2,300	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	1403,686	56,065	365,677	481,744	12,549					
Wyoming		3,076	32,795	55,138	2,430					
Washington, D.C.										
Puerto Rico										
Guam										

Table 4e.
Expenditures of Public Schools (1974)
($000)

	OPERATING EXPENDITURES						EXPENDITURES ON G/T PROGRAMS			
States	Total				Expenditure on State Administration	Expenditure on all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
Alabama										
Alaska										
Arizona							57	0	57	
Arkansas										
California										
Colorado										
Connecticut		142	1,815		41	32,000	1,998			
Delaware										
Florida										
Georgia	960,735	21,078	573,941	365,716	24,345		2,939	0	2,939	0
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas								0	74	
Kentucky										
Louisiana										
Maine	216,800						2	2	0	0
Maryland										
Massachusetts										
Michigan									150	
Minnesota							185	110	0	75
Mississippi										
Missouri					17,741					
Montana										
Nebraska					6		3	3		
Nevada						6,003	105	18	87	0
New Hampshire										
New Jersey										
New Mexico						8,000			24	
New York							34			

Table 4e. (Cont')
Expenditures of Public Schools (1974)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES OF G/T PROGRAMS			
	Total	Federal	State	Local	Expenditure on State Administration	Expenditure of all Special Programs	Total	Federal	State	Local
North Carolina										
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania	2591,475	141,197	1156,109	1294,169			10,000			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas					12,294					
Utah										
Vermont	171,000	7,000	44,000	120,000	2,200	2,800	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	1564,641	55,220	494,853	1164,568	13,466					
Wyoming	95,000	4,000	36,000	55,000	2,500					
Washington, D.C.										
Puerto Rico										
Guam										

Table 4f.
Expenditures of Public Schools (1975)
($000)

States	OPERATING EXPENDITURES						EXPENDITURES ON G/T PROGRAMS			
	Total				Expenditure on State Administration	Expenditure on all Special Programs	Total			
		Federal	State	Local				Federal	State	Local
Alabama										
Alaska										
Arizona								55		
Arkansas										
California										
Colorado										
Connecticut		42	1,815		41	32,000	1,998			
Delaware										
Florida										
Georgia										
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan										
Minnesota										
Mississippi										
Missouri										
Montana										
Nebraska					6					
Nevada						6,293	218	0	218	0
New Hampshire										
New Jersey										
New Mexico						8,960			23	
New York							35			

Table 4f. (Cont')
Expenditures of Public Schools (1975)
($000)

	OPERATING EXPENDITURES						EXPENDITURES OF G/T PROGRAMS			
States	Total	Federal	State	Local	Expenditure on State Administration	Expenditure of all Special Programs	Total	Federal	State	Local
North Carolina										
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania							12,000			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas					13,000					
Utah										
Vermont	178,500	7,000	45,500	126,000	2,500	3,000	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	1752,481	0	535,549	1216,932	13,982			83		
Wyoming										
Washington, D.C.										
Puerto Rico										
Guam										

Table 5a.
Professional Personnel (1970)

States	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total	Teachers	Administration	Other	Total	Teachers		Total	Administrators	
						1% - 49%	50% - 100%		1% - 49%	50% - 100%
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia		3,281	2,614		18	0	18		18	
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan										
Minnesota										
Mississippi										
Missouri		2,291	4,372							
Montana										
Nebraska	29,291	19,799	490	1,002						2
Nevada					0	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico										
New York		185,223		27,943						

Table 5a. (Cont')
Professional Personnel (1970)

	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
States	Total	Teachers	Administrators	Other	Total	Teachers		Total	Administrators	
						1% - 49%	50% - 100%		1% - 49%	50% - 100%
North Carolina		51,604								
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania					489	160	329			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont		338	3,091		0	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	51,216	49,052	410	1,754						
Wyoming										
Washington, D.C.										
Puerto Rico										
Guam										

Table 5b.
Professional Personnel (1971)

	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
						Teachers			Administrators	
States	Total	Teachers	Administration	Other	Total	1% - 49%	50% - 100%	Total	1% - 49%	50% - 100%
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia		3,681	2,678		45	0	45		46	
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan		47,980								
Minnesota										
Mississippi										
Missouri		2,387	3,675							
Montana	9,562	8,356	523	683	6	2	4	2	1	1
Nebraska	21,025	19,425	574	1,026						3
Nevada					0	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	17,934	12,287	3,458	2,189						
New York		185,325		28,219						

Table 5b. (Cont')
Professional Personnel (1971)

	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
						Teachers			Administrators	
States	Total	Teachers	Administrators	Other	Total	1% - 49%	50% - 100%	Total	1% - 49%	50% - 100%
North Carolina										
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania					703	208	495			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont			3,329		0	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin			410	1,943						
Wyoming				296						
Washington, D.C.										
Puerto Rico										
Guam										

Table 5c.
Professional Personnel (1972)

States	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total	Teachers	Administration	Other	Total	Teachers 1% - 49%	Teachers 50% - 100%	Total	Administrators 1% - 49%	Administrators 50% - 100
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia		3,935	2,792				69		69	
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan		117,005		49,696						
Minnesota										
Mississippi										
Missouri		3,106	3,601							
Montana										
Nebraska	22,222	20,586	611	1,025			7			3
Nevada					0	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	16,168	12,542	1,160	2,466						
New York		186,943		26,775						

Table 5c. (Cont')
Professional Personnel (1972)

	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
States	Total	Teachers	Administrators	Other	Total	Teachers		Total	Administrators	
						1% - 49%	50% - 100%		1% - 49%	50% - 100%
North Carolina	56,960	51,954	2,790	2,216						
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania					979	382	597			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont		371	3,559		0	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	53,543	51,142	409		1,992					
Wyoming	5,249	4,418	312		519					
Washington, D.C.										
Puerto Rico										
Guam										

Table 5d.
Professional Personnel (1973)

States	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total	Teachers	Administration	Other	Total	Teachers		Total	Administrators	
						1% - 49%	50% - 100%		1% - 49%	50% - 100%
Alabama		21,403								
Alaska										
Arizona					0	0	0	0	0	0
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia		3,995	3,676				78		1	
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland	77,340	45,084	3,004	29,252						
Massachusetts										
Michigan		119,415		50,925						
Minnesota										
Mississippi										
Missouri		3,548	3,649							
Montana										
Nebraska	21,983	19,950	447	1,586			10			2
Nevada					0	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	16,734	12,587	1,222	2,925			3			
New York				27,931						

Table 5d. (Cont')
Professional Personnel (1973)

States	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total				Total	Teachers		Total	Administrators	
		Teachers	Administrators	Other		1% - 49%	50% - 100%		1% - 49%	50% - 100%
North Carolina			2,712	2,844						
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania					1,292	687	605			
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont			3,709		0	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin			409	2,001						
Wyoming			297	449						
Washington, D.C.										
Puerto Rico										
Guam										

Table 5e.
Professional Personnel (1974)

	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
						Teachers			Administrators	
States	Total	Teachers	Administration	Other	Total	1% - 49%	50% - 100%	Total	1% - 49%	50% - 100%
Alabama										
Alaska										
Arizona					5	5	0	5	5	0
Arkansas										
California										
Colorado										
Connecticut					250	50	200	80	17	63
Delaware										
Florida										
Georgia					189	0	189	189	189	0
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas							25			
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan		119,415		50,925						
Minnesota					30	20	10	3	0	3
Mississippi										
Missouri										
Montana										
Nebraska	22,329	20,166	577	1,586			10			2
Nevada					7	0	7	3	3	0
New Hampshire										
New Jersey										
New Mexico							3			
New York										

Table 5e. (Cont')
Professional Personnel (1974)

States	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total	Teachers	Administrators	Other	Total	Teachers		Total	Administrators	
						1% - 49%	50% - 100%		1% - 49%	50% - 100%
North Carolina										
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania										
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont		500	3,710		0	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin										
Wyoming	5,298	4,532	305		461					
Washington, D.C.										
Puerto Rico										
Guam										

Table 5f.
Professional Personnel (1975)

States	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total	Teachers	Administration	Other	Total	Teachers		Total	Administrators	
						1% - 49%	50% - 100%		1% - 49%	50% - 100%
Alabama										
Alaska										
Arizona					35	25	10	12	10	2
Arkansas										
California										
Colorado										
Connecticut					375	143	232	99	24	75
Delaware										
Florida										
Georgia										
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan										
Minnesota										
Mississippi										
Missouri										
Montana										
Nebraska										2
Nevada					15	0	15	3	3	0
New Hampshire										
New Jersey										
New Mexico										
New York										

Table 5f. (Cont')
Professional Personnel (1975)

	PROFESSIONAL PERSONNEL				PERSONNEL IN G/T PROGRAMS					
	Total				Total	Teachers		Total	Administrators	
States		Teachers	Administrators	Other		1% - 49%	50% - 100%		1% - 49%	50% - 100%
North Carolina										
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania										
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	515	3,720		0	0	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin										
Wyoming										
Washington, D.C.										
Puerto Rico										
Guam										

Table 6a.
Student Population (1970)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia	1006112	12,116	53,563	255,540	184,893	2,697				
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan	2178746	169,329	993,433	506,536	442,056					
Minnesota										
Mississippi										
Missouri	1078347	81,944	546,339	244,291	205,773					
Montana										
Nebraska	384459	27,576	183,805	88,089	80,048	2,769				
Nevada						0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	277498	3,514	144,571	69,201	59,912					
New York	2489245	271,683	1635,188	812,823	718,894					

Table 6a. (Cont'd)
Student Population (1970)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
North Carolina	1217024	19,338	635,527	311,717	250,442	11,553				
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania										
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	106964	3,974	53,822	26,330	22,838	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	933736	82,314	411,011	236,133	228,469					
Wyoming										
Washington, D.C.										
Puerto Rico										
Guam										

Table 6b.
Student Population (197)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia	991360	11,735	541,124	254,126	184,075	5,112				
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan	2212523	163,206	998,078	518,578	461,899					
Minnesota	1084833	77,516	542,802	252,181	212,334					
Mississippi										
Missouri										
Montana	174532		120,860		53,672	533	68	310		155
Nebraska	382614	25,730	181,024	87,738	80,365	3,325				
Nevada	127566	9,410	62,854	2,507	52,795	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	268329	6,045	137,202	67,485	57,597					
New York	3523034	256,528	1627,938	826,330	742,886					

Table 6b. (Cont'd)
Student Population (1971)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
North Carolina	1208021	18,022	625,717	311,552	252,730	11,553				
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania						10,931	0	5,178	0	5,753
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	112043	4,271	56,201	27,244	24,327	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	999,921	78,242	437,112	233,272	235,095					
Wyoming	86,886	4,646	41,956	26,988	19,296					
Washington, D.C.										
Puerto Rico										
Guam										

Table 6c.
Student Population (1972)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
Alabama										
Alaska										
Arizona										
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia	980849	11,756	530,943	253,036	185,114	6,890				
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland	920896									
Massachusetts										
Michigan	2193270	159,134	974,075	518,521	471,767					
Minnesota										
Mississippi										
Missouri	1087866	73,877	534,555	258,225	221,209					
Montana										
Nebraska	379748	24,256	176,975	89,440	81,866	4,151				
Nevada	130206	8,758	63,800	2,513	55,085	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	271042	7,372	138,824	72,157	62,689					
New York		242,828	1593,425	826,846	759,905					

Table 6c. (Cont'd)
Student Population (1972)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
North Carolina			612,601	313,064	256,900					
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania						12,022	0	5,646	0	6,376
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	111503	4,264	54,564	27,770	24,905	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	977638	74,097	428,019	276,616	238,556					
Wyoming	86430	4,645	41,211	206,699	19,475					
Washington, D.C.										
Puerto Rico										
Guam										

Table 6d.
Student Population (1973)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
Alabama										
Alaska										
Arizona	530,162	34,909	379,855		150,304	594	0	494	100	09
Arkansas										
California										
Colorado										
Connecticut										
Delaware										
Florida										
Georgia	969353	13,139	521,036	252,625	182,553	8,525				
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland	911097	61,695	429,867	0	419,539					
Massachusetts										
Michigan	2158485	153,906	945,032	516,262	474,094					
Minnesota										
Mississippi										
Missouri	1032744	73,677	518,855	261,930	228,252					
Montana										
Nebraska	373950	23,352	171,290	90,769	82,690	5,028	48	1,914	1,491	1,375
Nevada	131673	8,241	62,872	2,739	57,821	0	0	0	0	0
New Hampshire										
New Jersey										
New Mexico	278557	7,798	133,852	74,228	62,979					
New York	3453332	230,961	1550,399	827,925	775,141					

Table 6d. (Cont'd)
Student Population (1973)

States	Student Population					Students in G/T Programs				
	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
North Carolina	1185424		60,163	313,805	258,407	17,491				246
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania						14,846	0	7,192	0	7,652
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	113327	4,124	54,633	28,548	26,022	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin	937022	74,899	413,507	239,900	239,823					
Wyoming	86017	5,213	39,776	21,351	19,717					
Washington, D.C.										
Puerto Rico										
Guam										

Table 6e.
Student Population (1974)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
Alabama										
Alaska										
Arizona						1,157	0	857	0	300
Arkansas										
California										
Colorado										
Connecticut						5,000	0	2,500	1,000	1,500
Delaware										
Florida										
Georgia										
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas	465000					475	0	420	47	8
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan	2159965	153,824	544,929	516,076	473,912					
Minnesota	772799	67,118	418,993	117,689	168,999	1,340	0	400	40	900
Mississippi										
Missouri										
Montana										
Nebraska	367248	23,090	163,449	92,359	82,508					
Nevada	135406	8,325	62,727	3,423	60,921					
New Hampshire										
New Jersey										
New Mexico										
New York										

Table 6e. (Cont'd)
Student Population (1974)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
North Carolina						18,375				
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania	2352300					17,000				
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	110608	4,467	51,797	28,256	26,058	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin										
Wyoming	85391	5,382	35,563	21,856	19,566					
Washington, D.C.										
Puerto Rico										
Guam										

Table 6f.
Student Population (1975)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
Alabama										
Alaska										
Arizona						2,500				
Arkansas										
California										
Colorado										
Connecticut						5,600	0	2,700	1,200	1,700
Delaware										
Florida										
Georgia	953567	15,012	499,421	256,135	182,999					
Hawaii										
Idaho										
Illinois										
Indiana										
Iowa										
Kansas										
Kentucky										
Louisiana										
Maine										
Maryland										
Massachusetts										
Michigan										
Minnesota										
Mississippi										
Missouri										
Montana										
Nebraska										
Nevada										
New Hampshire										
New Jersey										
New Mexico										
New York										

Table 6f. (Cont'd)
Student Population (1975)

	Student Population					Students in G/T Programs				
States	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12
North Carolina										
North Dakota										
Ohio										
Oklahoma										
Oregon										
Pennsylvania										
Rhode Island										
South Carolina										
South Dakota										
Tennessee										
Texas										
Utah										
Vermont	111025	4,500	52,500	28,000	26,025	0	0	0	0	0
Virginia										
Washington										
West Virginia										
Wisconsin										
Wyoming										
Washington, D.C.										
Puerto Rico										
Guam										

SECTION B

GENERAL INFORMATION QUESTIONNAIRE

NATIONAL/STATE
LEADERSHIP TRAINING INSTITUTE
ON THE
TALENTED AND THE GIFTED

ELSBERY SYSTEMS ANALYSIS, LTD.
1974

1. In what State are you employed?

2. What is(are) your title(s)?

3. How much of your official time is paid for out of funds the gifted and talented?

   ☐ None

   ☐ 1%-24%

   ☐ 25%-49%

   ☐ 50%-74%

   ☐ 75%-99%

   ☐ Full Time

   Describe your other duties if such exist.

4. What is the gifted and talented organizational structure in your State?

5. How is gifted and talented defined in your State?

6. How are gifted and talented students selected in the schools?

7. Which school districts have the greatest number of gifted and talented children?

8. If one wanted to get state legislation for the gifted and talented passed, what and who would be the critical steps and gatekeepers respectively, that would have to be performed and won over? (Be as specific as possible, indicating names and titles whenever possible.)

9. Can you name the members of your team and their regular job titles?

   Yes _____ No _____

   If yes, please do so.

   Names Job Title

10. Are there successful gifted and talented programs in your State?

    Yes _____ No _____

11. Why are these programs successful?

12. Did you assist in the development of a gifted and talented plan?

    Yes _____ No _____

13. If yes, how did you assist?

14. Did information obtained from the N/S-LTI-G/T assist in securing approval?

    Yes _____ No _____

15. If yes, what kinds of information?

16. If no, how could the program be modified to help you prepare and implement better plans?

17. If the plan was not accepted, please explain why.

18. If you have a plan, what aspects of it were the easiest to implement?

19. What aspects of it were the most difficult to implement?

20. Did you attend the Summer LTI Workshop?

    Yes _____ No _____

21. Did the Summer LTI Workshop assist you?

    Yes _____ No _____

22. If yes, in what ways?

23. In what ways could future LTI conferences be improved?

    a) Organizational

    b) Content

    c) Location

    d) Other

24. Do you have additional comments?

TABLE I

STATES REPRESENTED IN THIS REPORT

State	State
Alabama	Minnesota
Alaska	Mississippi
Arizona	Missouri
Arkansas	Montana
California	Nebraska
Colorado	New Hampshire*
Connecticut	New Jersey
Delaware	New Mexico
Florida	New York*
Georgia	North Carolina*
Hawaii	Ohio*
Idaho	Oklahoma
Illinois	Oregon
Indiana	Pennsylvania*
Iowa*	South Carolina
Kansas	South Dakota
Louisiana*	Tennessee
Maine	Texas
Maryland	Utah
Massachusetts*	Virginia
Michigan	Washington, D.C.*

*Contacted by telephone and information obtained thereby.

TABLE II

STATES AND TERRITORIES THAT DID NOT RESPOND*

States and Territories

American Samoa
Guam**
Kentucky
Nevada
North Dakota
Puerto Rico**
Rhode Island
Trust Territory**
Vermont
Virgin Islands**
Washington
West Virginia

*These states did not respond to the initial questionnaire, postcard sent as a reminder, or a follow-up phone call.

**These states were not called.

EVALUATION OF THE SECOND NATIONAL SUMMER INSTITUTE ON THE EDUCATION OF THE GIFTED AND THE TALENTED

A Report on
The National/State Leadership Training Institute
on the Gifted and the Talented

ELSBERY SYSTEMS ANALYSIS, INC.

July 1974

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EVALUATION OF THE
SECOND NATIONAL SUMMER INSTITUTE ON THE EDUCATION OF THE GIFTED AND THE TALENTED

I. INTRODUCTION

A. DESCRIPTION

1. What is the National/State Leadership Training Institute?

The National/State Leadership Training Institute on the Gifted and the Talented (N/S-LTI-G/T) sponsored by the Department of Health, Education, and Welfare of the United States, Office of Education, was established in 1972 to initiate or improve state or regional programs for the gifted and talented. The Institute was firstly located in Illinois under the directorship of Executive Director, David Jackson and Project Director, Irving S. Sato. The Institute, presently located in Los Angeles, is supported by a federal grant awarded to the office of the Ventura County Superintendent of Schools.

The aim of N/S-LTI-G/T is to develop state teams which are trained to develop and administer programs for gifted and talented children for each participating state. Three basic objectives as indicated by this Institute are:

a. To build working communication networks with Regional Offices of Education, with gifted and talented officers and with State officials.

b. To plan and conduct leadership training institutes and necessary follow-up for the development of State programs for gifted and talented.

c. To produce materials and provide limited technical assistance which will continue to help states in establishing these programs.

The critical mission of the N/S-LTI-G/T is, thus, to communicate, educate and ultimately change the behavior of State personnel, especially state fiscal and policy gatekeepers, so that there is a significant increase in the degree to which they attend to the needs of talented and gifted children and youth.

2. Creation of the Leadership Training Institute (LTI)

In late 1971, Dr. David Jackson, a then associate superintendent in the office of the Superintendent of Public Instruction of the State of Illinois, submitted a proposal to the U.S. Commissioner of Education for training activities to help states develop plans, programs and provisions for the gifted and talented. As a consequence, the U.S. Office of Education Commissioner's Report to Congress recommended that National Leadership Training Institutes be held to upgrade supervisory personnel and program planning for the gifted at the state level. Through their recommendation, the N/S-LTI-G/T was set up with the goal of developing a team for each state to administer programs for gifted and talented in its state. In time, as stated earlier, sponsorshop was transferred from Illinois to the Ventura County Schools. The official headquarters for the N/S-LTI-G/T became Los Angeles.

In order to meet the goal of developing effective state teams, the N/S-LTI-G/T sponsored Summer Institutes as a major thrust to help educational agencies to initiate or improve programs for gifted and talented pupils. This Summer Workshop on the gifted and talented was planned to be held once each year during a three consecutive year period. Every Summer Institute was designed to invite participants from one-third of the United States and/or regions and territories to develop or reassess their state plans for gifted and talented. It is hoped that after the completion of these Summer Institutes each state would have trained personnel to develop and administer programs for the gifted and talented.

B. OBJECTIVES OF SUMMER LTI

The first LTI Summer Workshop was held for two weeks in July 1973 in Squaw Valley, California. Seventy-nine participants from 17 states, one region and one foreign national team (Canada) attended. During or by the end of that workshop, every participating state had either initiated or revised its state plan and developed strategies for implementation. It was hoped that the members of the teams would also become effective change agents in their states for the gifted and talented programs.

The second LTI summer workshop was held from June 23 through July 3, 1974, in Wilmington, North Carolina. Thirteen states, two regions, one city, USDSEA, and one foreign team (Canada) attended. There was a total of 97 participants. During the second summer Institute, participating teams either developed a written plan or reassessed existing ones.

In the second summer Institute, the LTI provided participants with revised guidelines for a written plan for the education of the gifted and talented, consultants with expertise in various aspects in education of gifted children for motivating and assisting the participants to set up programs in each state, and also materials and information for the education of gifted and talented. The revised guidelines and consultants at the second Institute were due to an intensive review of both the effectiveness of earlier guidelines and consultants.

The Director and staff of the N/S-LTI-G/T had specific predetermined program objectives for the second summer LTI. These objectives were based upon in-house sessions and meetings, but most particularly were based upon meetings with consultants, advisors, state and local personnel in Gifted and Talented Departments of Education as well as federal officials. Throughout the year prior to the Institute, the

Executive Director and Project Director had been invited to state and local conferences and discussed the coming Institute on each occasion. Questionnaires were developed by both the N/S-LTI-G/T and an evaluation agency and distributed to conference attendees requesting feedback regarding, in part, needs and activities for a summer Institute.

The following objectives for the Institute were the result of these efforts:

a. To formulate a written plan or to reassess the existing written plan in terms of needs assessment, objectives, consideration of program options, procedures for implementation, some budgetary considerations, and possible legislative models.

b. To become familiar with kinds of available resources: personnel, written materials and media products.

c. To design specific strategies for follow-up to the National Summer LTI in terms of content, time, structure and dissemination.

C. PURPOSE OF THIS DOCUMENT

1. Background

The purpose of this document is to document and analyze findings obtained and indicate the perceived effectiveness of the LTI in achieving its objectives for the 1974 Summer LTI.

Elsbery Systems Analysis, Ltd. (ESA), the contracted evaluating agency, has as its primary function the overall evaluation of the life of the N/S-LTI-G/T (established in August 1972). In order to evaluate the LTI project properly, ESA developed an interlocking three-phase evaluation design to evaluate not only the success of LTI in doing what it set out to do, but also its ability to develop a way for validation and replication of its efforts, especially if successful. One phase of the design (Phase I) relates primarily to the workshop on Institute programmatic planning. Phase II primarily encompasses the period of the 1974 Summer Institute. Phase III is a longitudinal study in which years prior to the establishment of the N/S-LTI-G/T and the years of its existence are compared to the states' commitments to programs for the talented and gifted, as seen through their positive actions for said group over time.

This report is primarily related to the Phase II evaluation. The scope of this analysis encompasses both the functioning of the 1974 Summer Institute and its impact on the participants. The objective is to determine the short and probable long range effectiveness of the Institute on participant attitude and behavior.

2. Methodology

Several evaluative techniques were employed by ESA to survey the attitude of the 1974 Summer LTI participants, their pre-post Institute behavior and also the performance and management of the LTI summer Institute. These techniques included interviews, observations and questionnaires. Both formal and informal interviews were conducted with participants and consultants and the information obtained reflected their general attitude toward the Institute. A total of seven ESA staff members made daily observations of all sessions in order to determine how the participants were responding to the topics, how the consultants presented the material, etc. The reasons for so many staff members making observations were partly because personal bias would be reduced to a minimum and partly because each person who is an expert in one or more areas could look to that area specifically. Questionnaires were used to collect attitudinal data from the participants. Four different kinds of questionnaires were given during the second summer Institute. Pre-questionnaires, given on June 24, were used to survey the expectations and attitudes of participants for this summer LTI. Post-questionnaires, responded to by participants on July 2, were employed to detect the effectiveness of the Institute in meeting the participants' needs and attitude or behavioral change of the participants', thus a pre-post analysis was available. A daily evaluation sheet was distributed to see the on-going reactions to the content and environment of the sessions. Finally, a questionnaire exclusively related to the planning of state programs developed during the summer session was developed and distributed. This questionnaire was given to state team leaders and consultants to review and to change before the final one was developed and distributed to the participants. Data collection from this questionnaire was used to analyze the effectiveness of LTI in achieving its major goal. From all of these survey techniques it was expected that sufficient evidence and insight would be obtained which would help the evaluators determine the degree to which the Institute personnel achieved their objectives and why, and also to help determine existing needs during follow-up and thereafter that the LTI could still cope with and hopefully reduce if not eradicate.

D. ORGANIZATION OF THIS REPORT

In this paper, eight areas are under review:

a. choice of participants accepted and invited;

b. choice of materials presented and given to participants;

c. reasons for choice of contributors, facilitators, and speakers as well as subject matter;

d. reasons for choice of program and review of techniques of projecting same;

e. degree to which evaluation and research feedback was utilized in activities, interaction and programs of succeeding days;

f. management and communication of day-to-day activities during summer Institute;

g. participants' accommodations; and

h. work site accommodations.

This report, which intended to evaluate the overall life of the Second Summer Institute, is divided into eight sections. Each section analyzes different aspects of this Institute.

Section I is an introduction of the N/S-LTI-G/T, the establishment and objectives of the Summer Leadership Training Institute, purpose of this document, and organization of this report.

Section II of this report deals with the participants, including the selection of participants for state or regional teams, analysis of their background and the degree to which the objectives had been implemented by the decision-making level, etc.

The third section is a day-to-day analysis of the performance of LTI based on the daily state/city plan questionnaire, our observations and interviews.

Section IV is related to the evaluation of LTI's services in general, which includes the consultants' services, management of day-to-day activites, work site accommodations and living accommodations.

The fifth section is devoted to the evaluation of LTI's use of educational media and technology and the effectiveness of communications.

The sixth section is concerned with the analysis of the state plan questionnaire which relates to the state, city or regional programs developed during the summer Institute.

Section VII presents an analysis of the pre-post questionnaire concerning the effectiveness of the second summer LTI as a whole and the follow-up services needed by participants.

The final section presents a summary of the second summer Institute with a list of recommendations for promoting the effectiveness of LTI and assisting in the planning of next summer's Institute for the gifted and talented.

II. PARTICIPANTS OF THE SECOND SUMMER LTI

A. INTRODUCTION

In the LTI Summer Institute 1974, 97 participants from 13 states, one city, two regions, USDSEA, and one foreign country had attended for different periods of time. Seventy-two participants stayed throughout the entire ten days of the Institute, while 15 of the decision-making personnel attended only the previous three days' workshop.

B. SELECTION OF PARTICIPANTS

The selection of participating state teams was made under various guidelines as established by LTI. They were:

1. One state from each region without a full-time state director of gifted and talented programs plus up to six other states in general may elect to send a team of five individuals.
2. Each team must finance part of its expenses.
3. Each team must be willing to make the following commitments to follow-up activities:
   - to share experiences and materials with neighboring states as well as through regional LTI's;
   - to attend scheduled follow-up workshops to be held by areas (combining several regions) during the year.

4. Each interested state educational agency must submit one completed application form with the following information:
   - State Legislation;
   - Deployment of SEA personnel;
   - Programs for G/T within the State; and
   - Names, addresses and telephone numbers of team members.
5. In the final selection of teams, some consideration will be given to the order of receipt of applications and to the general geographical distribution of participating states.
6. State teams participating in the 1973 Summer LTI may not participate again except as part of a regional team.
7. States participating in the 1973 Summer LTI as part of a regional team may participate as state teams.
8. The full-time state team participant should be composed of SEA G/T Director, LEA (including county offices, school districts) representatives, and two other members chosen from college or university, parents, private sector, and state or local school board. The part-time state team participants are chosen from SEA decision-making level officer, legislator (state or federal), Governor's staff member,

well-known gifted and talented adults and news media representatives. At least one state team member must be a non-educator.

C. SUMMER LTI PARTICIPANTS

1. Representation of State, City or Region

By following the guidelines for selection of participating state, city and/or regional teams, 97 full-time or part-time participants had been chosen to participate in the 1974 Summer Leadership Training Institute. They represented 13 states including California, Delaware, Georgia, Idaho, Illinois, Iowa, Louisiana, Minnesota, New York, North Carolina, Washington, Wisconsin, and Wyoming; two regions -- Region III (Maryland, Virginia, West Virginia, District of Columbia) and Region IV (South Carolina, Georgia, Mississippi, Tennessee, Kentucky); one city -- Los Angeles; USDSEA; and one foreign country -- Canada. Each state or regional team consisted of one to ten members. A detailed list of the number of participants from each state or region is shown in Table I on the following page.

2. Participant Job Titles

Based on the LTI criteria for the composition of state and regional teams, participants in the summer Institute were chosen from a diversity of backgrounds including teacher, administrator, educator, coordinator, or director for the gifted and talented programs, consultant of the gifted, legislator, LEA representative, member of state or local board, member of State Department of Education, parents and non-educators. Table II presents a detailed list of the job titles of participants represented.

TABLE I

STATE/REGIONAL TEAMS ATTENDING
THE SECOND SUMMER LTI

State/Regional Team	Number of Participants
California	5
Delaware	5
Georgia	5
Idaho	6
Illinois	4
Iowa	6
Los Angeles	5
Louisiana	7
Minnesota	6
New York	7
North Carolina	7
Region III	10
Region IV	5
USDSEA*	1
Washington	6
Wisconsin	5
Wyoming	5
Canada	2
Total	97

*USDSEA = United States Dependent Schools, European area.

TABLE II

JOB TITLES OF PARTICIPANTS OF THE SECOND SUMMER LTI

Job Titles	Number of Participants	Percentage of Participants
Coordinator or Director for programs for gifted	20	21
Member, State Department of Education	20	21
Teacher, Administrator	16	17
Consultant of the Gifted	12	13
Parents or Non-Educators	11	11
Educators in Colleges or Universities	5	5
State or Local School Board Members (in most cases non-educators)	5	5
Legislator	3	3
No Experience	3	3
LEA Representative	1	1

D. EVALUATION

From Table II, it is clear that the guidelines for the selection of participating team members had been strictly followed by LTI. According to these guidelines, every state team should have at least one non-educator as a participant. In this summer LTI, every state team had followed this guideline except Wyoming.

Table II also showed that LTI participants were composed of people from various backgrounds. Since this summer's Institute basically was a working organization geared toward writing programs for the gifted, the variety of team members' backgrounds enabled them to take appropriately varied perspectives into consideration in writing their state, district, and regional plans, as well as making the plan easier to be implemented through cooperation from different levels of participants.

Job titles such as the coordinator for programs of the gifted, members of State Departments of Education, teacher, and administrator comprised the major participants of this workshop. It was difficult to determine the exact number of the decision-making participants attending the Institute, because of their different job titles in each state. However, Table II indicates that almost half of the participants were from a decision-making level. This Institute thus brought together with implementors those who help determine what programs and policies shall be promulgated. Together the effectiveness of a plan written by these two groups with the support of influential parents should more likely than not result in both a "do-able" plan and one which has the most chance of being approved and supported.

All participants accomplished the objective of developing, completing or revising a written plan, for every participating team had either written or revised its plan during the summer workshop. In addition, there was enthusiastic interaction among the participants, which afforded an opportunity for learning and mutual understanding but which paved the road for future cooperation and network building among participants. The selection of participants for attending the 1974 LTI Summer Institute had been appropriate.

III. OVERVIEW AND ANALYSIS OF SUMMER INSTITUTE

A. INTRODUCTION

The summer Institute had ten consecutive days (except Sunday) of scheduled sessions. There were five to seven sessions every day except for the period used to develop a written plan, which comprised a large block of uninterrupted time (June 27, 28, 29) for participants to concentrate on writing a plan. Each session contained several topics for meeting the needs of different kinds of interest groups. A few concurrent topics had been offered twice in case some participants missed them the first time.

The major task of the summer LTI was to have each team initiate or reassess its written plan for the gifted and talented. The content of the subject matter was, therefore, divided into three phases, each with different areas of concentration for achieving its taks. Phase I, June 24 to 26, centered on the orientation to the goals and philosophy of the LTI and information on various general topics in order to prepare the participants with a general framework that would aid them in developing their written plan later. The second phase, from June 26 through June 29, was predominantly devoted to the writing of individual state, district and regional plans by each team with the assistance of any consultant the team wished. The third phase, from July 1 to

July 3, was scheduled for participant reaction to the written plans of other teams as well as the presentation of information about follow-up activities in implementing the written plans.

This section intends to analyze the reaction of the participants to the workshop sessions and compare the effectiveness of each phase. The information gathered from the daily state/city planning questionnaire feedback sheet was major criterion for our analysis besides our on-site observations, evaluation and interviews with participants and consultants. This questionnaire, filled out daily by individual participants revealed their attitudes and impressions of the everyday program. Since the response rate was satisfactory (83 percent), the opinions and attitudes of the responsive participants were representative. In the feedback sheet, six categories: speaker, content, interaction, time appropriateness, setting arrangement, and general impression of the session had been evaluated by participants for each session attended. They rated those six elements on a six point scale from excellent to awful. By this technique, information about the fulfillment of the needs of participants by LTI had been obtained. Here, the comparisons among phases were based on these six elements. Percentage rating of the tables in this section represents the average cumulative rating of a whole day's workshop. In addition, cumulative numbers of total responses in a day are also listed in the table. Figures are included to show the clear difference of each of the six items.

B. CONTENT

In order to provide the necessary, basic information to the participants, Phase I (June 24-26) was a series of presentations regarding the education of gifted and talented children. The content of the subject matter included: orientation to the goals and philosophy of LTI, state of the art, identification of the gifted and talented, methods in approaching this problem, the ways in initiating or evaluating the programs, and also various information related to the dissemination to parents, teachers, administrators, and personnel of State Education Departments, etc. Participants had chances to obtain or reassess the basic and current information and thus were well prepared before developing a written plan.

As shown in Table III, three-fourths of the participants were pleased with the content of the subject matter during this phase. The ratings seemed rather low as compared to those in other phases. This was partly because of the familiarity of some participants with the ground-level information and partly because of the heavy-loaded and multi-directed nature of the information. Due to the different knowledge and anticipatory levels of the participants, they had expressed their desire for a different starting level in accordance with their various needs.

The most unsatisfactory session during this phase was the summary report session on June 26. Many participants indicated the information presented in this session was not of value to them and the speakers were not unified in their topics.

TABLE III

AVERAGE PERCENTILE RATING OF THE CONTENT OF SUBJECT MATTER BY PARTICIPANTS

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
High*	71.7 (313)	76.7 (238)	71.4 (223)	82.3 (112)	85.2 (58)	88.5 (54)	86.2 (138)	73.9 (119)
Medium	24.3 (106)	22.2 (69)	23.7 (74)	16.1 (22)	14.7 (10)	9.8 (6)	13.7 (22)	24.8 (40)
Low	3.8 (17)	1.0 (3)	4.8 (15)	1.4 (2)	0.0 (1)	1.6 (1)	0.0 (0)	1.3 (2)

*High = excellent - very satisfactory; Medium = satisfactory - mildly unsatisfactory; Low = unsatisfactory - awful; (X) = cumulative responses of whole day sessions.

Phase II was predominantly scheduled for initiating or revising the state/regional plan with the assistance of consultants. The familiarity of this issue increased the opportunity of the participants to apply their knowledge to practical situations. The consultants had attended to the problems and the needs of the participants by providing realistic advice. The development of written plans fulfilled the goal of the participants. According to the observations of the evaluative staff, the content of the subject matter was more related to the participants' needs assessment and problem solving and, thus, consistently rated higher than that in Phase I. The highest rating occurred at the end of this phase as the development of the written plans had been completed. This also implied the appreciation of the participants to the valuable consultation of the consultants in developing their plans.

Phase III was devoted to two different kinds of input: the reaction to other teams' written plans as well as information related to the technique of application for written plans. Such topics included the legislative process and possible LTI follow-up actions. On the first day of this phase, the reaction of the written plan enabled the participants not only to discuss objectively the applicability of other teams' plans, but also to have chances of having deeper insight into the written plan of their own through interaction. As seen in Table III, participants were still very satisfied with the content presented both by consultants and other participants. However, this high rating dropped on the successive day. One of the reasons was the redundant scheduling of sharing written plans over a long period of time without the flexibility of matching teams in discussing of their written plans. Participants consistently indicated the desire of viewing and discussing as many teams' plans as possible through various consultants and team matching.

In general, the rating by participants to the information content of the summer Institute was satisfactory. This implied that the LTI staff had planned an appropriate, well-organized schedule for the participants which included information that was perceived to be relevant to the participants' needs.

C. SPEAKERS

The selection of speakers was made with two guidelines in mind. They represented not only experts in various, different areas of interests in the field of gifted and talented but also authorities in the general field of education. Thirty-four speakers attended the summer Institute for certain periods depending on the relation of their field of expertise to the content of the session. Besides the formal session in which they made presentations, speakers (consultants) were also available for individual or group consultation.

During the session, speakers used different types of presentation; some speakers presented their material through lecture, others utilized the form of seminar and group discussion. Although the nature of the session and the group size confined the type of presentation, participants usually preferred the informal type of presentation and group discussion. The latter was preferred by participants because they felt that they could get much more interest and understanding of the content of the subject matter from such an approach than from the formal speech or lecture presentation. This belief was clearly revealed by the participants in Table IV.

TABLE IV

CUMULATIVE PERCENTILE RATING OF THE SPEAKERS BY PARTICIPANTS

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/29	6/29	7/1	7/2
High*	72	78	76	80	97	91	93	81
	(300)	(229)	(236)	(105)	(58)	(52)	(148)	(127)
Medium	25	21	19	17	3	9	7	19
	(102)	(61)	(60)	(22)	(2)	(5)	(12)	(29)
Low	3	1	4	3	0	0	0	0
	(13)	(3)	(13)	(4)	(0)	(0)	(0)	(0)

*High = excellent - very satisfactory; Medium = satisfactory - mildly unsatisfactory; Low = unsatisfactory - awful; (X) = total cumulative responses.

In the first phase (Phase I), almost all the sessions were presented as lectures. Few speakers presented their presentations very rigidly by quoting from the materials, neglecting the reaction of the audience and avoiding the interaction with the participants. How much the participant could digest was a question. Some speakers were very alert to the attitude of the participants. They presented their materials very lively and encouraged interaction with the participants as much as possible. Such speakers were most welcomed by the participants. Apparently, some participants were not totally satisfied with the speakers and their presentation during Phase I. (Note: As shown in Table IV, the rating in the "satisfactory - mildly unsatisfactory" was rather high compared to other phases. Besides, few low ratings revealed the dissatisfaction of few participants.)

In Phase II, the rating of the speakers increased very rapidly. The flexibility of small group discussion permitted the use of a variety of techniques by the speakers for attracting and holding the attention of the participants. In addition, speakers attended to the needs of the participants by providing them with practical information in the problem-solving period. The long period of time in discussion with one or more consultants provided participants with the opportunity to review some special issues in depth. The rating of the speakers was high during this phase. Many participants were so satisfied by some speakers that they wished the consultants had been invited earlier.

This high rating continued to the first day of Phase III, July 1 - June 3, when the small group consultation and small group sessions were held. On July 2, the informative nature of the session in large or medium size groups confined the presentation methods of consultants. Therefore, participants' ratings dropped but still remained above the satisfactory level.

In order to show the preference of the speakers, cumulative data of the rating of the speaker for each session, including team consultation in developing written plans, is gathered and presented in Table V.

The ranking of consultant-speakers had been divided into three groups according to the number of sessions assigned to each speaker. Seven speakers who held ten or more sessions during the entire Institute were categorized into "high" number of presentations level. Twelve speakers held five to nine sessions and were regarded as "medium" in the number of times of presentation. Five sessions in the summer Institute belong to the "low" number of presentations category. After each category was formed, speakers were compared by their percentage of high rating within their category.

In this table, 21 speakers were rated excellent (over 80 percent), ten speakers were rated satisfactory (60-79 percent), and only three speakers did not quite meet the needs of the participants (under 60 percent).

TABLE V

RANKING OF SPEAKERS BY PARTICIPANTS

Speakers	Sessions	Attendance	High (%)	Medium (%)	Low (%)
High (10 or more):					
1	17	247	91	8	1
2	14	69	90	7	3
3	10	99	89	11	0
4	15	63	86	14	0
5	12	137	84	15	1
6	15	51	74	24	2
7	10	109	66	31	3
Medium (5 - 9):					
8	5	13	100	0	0
9	5	12	100	0	0
10	6	11	100	0	0
11	6	6	100	0	0
12	5	35	89	11	0
13	6	68	84	16	0
14	7	45	82	15	3
15	5	32	78	22	0
16	5	8	75	25	0
17	5	15	66	26	8
18	5	67	61	31	8
19	6	7	57	43	0
Low (1 - 4):					
20	1	20	100	0	0
21	1	5	100	0	0
22	3	31	90	10	0
23	4	8	88	12	0
24	4	103	87	13	0
25	2	41	83	17	0
26	2	17	82	18	0
27	1	5	80	20	0
28	3	20	80	15	5
29	3	13	78	22	0
30	2	13	76	24	0
31	3	13	69	31	0
32	3	22	64	36	0
33	1	2	50	50	0
34	1	35	37	54	9

What should also be noted is the total number of participants who ranked and attended various consultant sessions. These numbers ranged from a high of 247 persons to a low of two persons. This fact alone is a critical factor in a consultant's ranking and the interpretation of the same. For example, if one were to make a judgment of a consultant's performance or capability solely by looking at his/her numerical "score," this analysis must take into account the total number of persons who ranked the consultant. Clearly, a high "score" of 87 percent from 103 participants is more significant than a high "score" of 100 percent as given by six participants. In other words, a high percentage score becomes more reliable as an indicator of consultant performance as the total number of participants increases. This is not to indicate that the ranking "scores" of those consultants who had a limited number of participants in their sessions are meaningless. Although these particular scores are not very reliable, they do give an indication of participant's response to a consultant.

Another factor which must be considered in an analysis of speaker ranking is the number of sessions that a consultant conducted. Again, as in the case of the number of persons giving a ranking, the number of sessions conducted is also of importance and must be considered in the analysis of this table. The larger the number of sessions conducted; the larger the number of persons ranking the consultants; the larger the percentage of high, medium, or low "scores"; the more significant the ranking.

In addition to the above two factors, it should be noted that the more opportunity one has to conduct sessions and interact with participants, usually the better the performance. Each session becomes a learning situation whereby one, if he/she is competent, makes improvements and becomes more prepared for the next session. Those consultants who only conducted a few sessions were functioning under a disadvantage because of the limited opportunity to improve their presentation.

D. INTERACTION

The rating of interaction among the participants and consultants had a wide range as shown in Table VI. Once again, the lower rating occurred in Phase I and the rating increased during the second phase and dropped at the end of the last phase.

In Phase I, owing to the informative nature of this phase (see page 20), lectures by the consultants were held with large and medium size groups. Interaction among the participants or between the participants and consultants was highly limited. The type of presentation and setting arrangement also confined interaction. Participants were not satisfied with the amount of interaction in this period, although participant interaction was not an objective of Phase I.

TABLE VI

PERCENTILE RATING OF THE INTERACTION IN THE SESSION AMONG CONSULTANTS AND PARTICIPANTS

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
High*	45.0 (147)	59.3 (178)	64.7 (187)	82.4 (113)	96.9 (64)	86.4 (51)	84.7 (128)	75.0 (114)
Medium	43.2 (141)	38.3 (115)	29.7 (86)	16.7 (23)	3.1 (2)	11.8 (7)	14.5 (22)	25.0 (38)
Low	11.8 (38)	2.3 (7)	5.5 (16)	0.7 (1)	0.0 (0)	1.6 (1)	0.6 (1)	0.0 (0)

*High = excellent - very satisfactory; Medium = satisfactory - mildly unsatisfactory; Low = unsatisfactory - awful; (X) = total cumulative responses.

During the period of developing written plans, team discussion, small group or individual meetings with the consultants were the major characteristics. The break from large group lecture to small group discussion allowed more room for personal interaction. Participants were extremely content with the mutual support from the consultants and those participants from other states. Consultants were more than helpful professionally and personally in the development of written plans for the gifted and talented. Interaction was considered excellent during this phase.

During the last phase (Phase III), small group discussion on the first day made interaction possible. The interaction ratio was still satisfactory. However, this ratio decreased on the last day which might either be due to dissatisfaction over the poor interaction with other participants for their presenting irrelevant personal ideas in discussing the written plans or due to the lack of stimulation and boredom due to the repeated sharing of the written plan with the same team. Or finally, the intended task had been accomplished and was over.

E. SETTING ARRANGEMENT

The large group lectures which were the predominant type of presentation in Phase I and the last day of Phase III, were held in the big conference rooms with chairs arranged in rows so the participants could face the speakers. In Phase II and the first day of Phase III, the small group discussions were held in smaller rooms with chairs arranged in a circle so the participants could face the speakers and other participants.

Table VII reveals participants reactions to the setting and arrangement. It is clearly showed that they preferred a small group setting with chairs arranged in a circle creating a personal-related, informal atmosphere in the second phase, to the lecture-type large group setting with chairs arranged facing the speakers thus creating an impersonal, rigid atmosphere in Phase I and the last day of Phase III. Besides, the formal atmosphere in the room had also affected the learning situation which was another reason for the low rating for Phase I.

TABLE VII

PERCENTILE RATING OF THE SETTING ARRANGEMENT IN THE SESSION BY PARTICIPANTS

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
High*	59.8 (250)	60.4 (185)	61.2 (182)	75.5 (102)	89.8 (53)	89.2 (50)	86.7 (138)	74.3 (116)
Medium	34.9 (146)	35.2 (108)	34.4 (103)	22.9 (31)	11.2 (6)	10.8 (6)	13.2 (21)	25.6 (40)
Low	5.2 (22)	4.2 (13)	4.3 (13)	1.4 (2)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

*High = excellent - very satisfactory; Medium = satisfactory - mildly unsatisfactory; Low = unsatisfactory - awful; (X) = total cumulative responses.

F. TIME APPROPRIATENESS

Time appropriateness (see Table VIII) turned out to be an important rating factor. Comparatively, participants were dissatisfied with the tight schedule for the previous three days of Phase I. Besides, the indefinite starting time of each session on the first day had also aroused confusion. It is suggested that more unscheduled time was needed to enable the participants to digest information and to have time to assess both the resource personnel and materials.

TABLE VIII

PERCENTILE RATING OF THE TIME APPROPRIATENESS FOR THE SESSIONS BY THE PARTICIPANTS

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
High*	56.8	62.0	60.9	79.1	87.6	82.7	94.7	69.3
	(231)	(188)	(181)	(106)	(57)	(48)	(127)	(102)
Medium	37.6	33.9	34.0	19.4	12.4	12.0	12.4	26.5
	(153)	(103)	(101)	(26)	(8)	(7)	(19)	(39)
Low	5.4	3.9	5.0	1.4	0.0	5.0	4.5	4.0
	(22)	(12)	(15)	(2)	(0)	(3)	(7)	(6)

*High = excellent - very satisfactory; Medium = satisfactory - mildly unsatisfactory; Low = unsatisfactory - awful; (X) = total cumulative responses.

In Phase II, participants had a large block of uninterrupted time to search for individual needs according to individual preferences. Thus, participants were more satisfied. On the last day, again, participants were occupied with a heavily-loaded informative dissemination schedule and an awareness that the task had been accomplished. In addition, they found some lectures and consultants providing information which would have been of much more value to them if it had been presented earlier. Finally, the length of some periods seemed inappropriate. These factors probably explained the low rating of time appropriateness on July 2.

G. GENERAL IMPRESSION OF THE SESSIONS

Table IX, consistent with the previous tables, indicates that most of the participants felt the LTI Summer Institute became better and better as days went by. An apparent excellent rating occurred in the period of Phase II when the LTI's efforts met the anticipation of the overwhelming majority of the participants. Table IX, with a consistent above-satisfactory rating, revealed the success of the program planning of this workshop and reflected the general attitude of the participants towards the planning.

TABLE IX

PERCENTILE RATING OF THE GENERAL REACTION TO THE WHOLE DAY SESSION BY THE PARTICIPANTS

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
High*	67.5	72.1	70.6	81.7	91.5	92.0	89.5	75.1
	(277)	(215)	(212)	(112)	(54)	(58)	(145)	(121)
Medium	28.2	26.5	25.0	16.0	8.4	4.7	10.5	24.2
	(110)	(79)	(75)	(22)	(5)	(3)	(17)	(39)
Low	4.1	1.3	4.3	2.1	0.0	3.1	0.0	0.6
	(17)	(4)	(13)	(3)	(0)	(2)	(0)	(1)

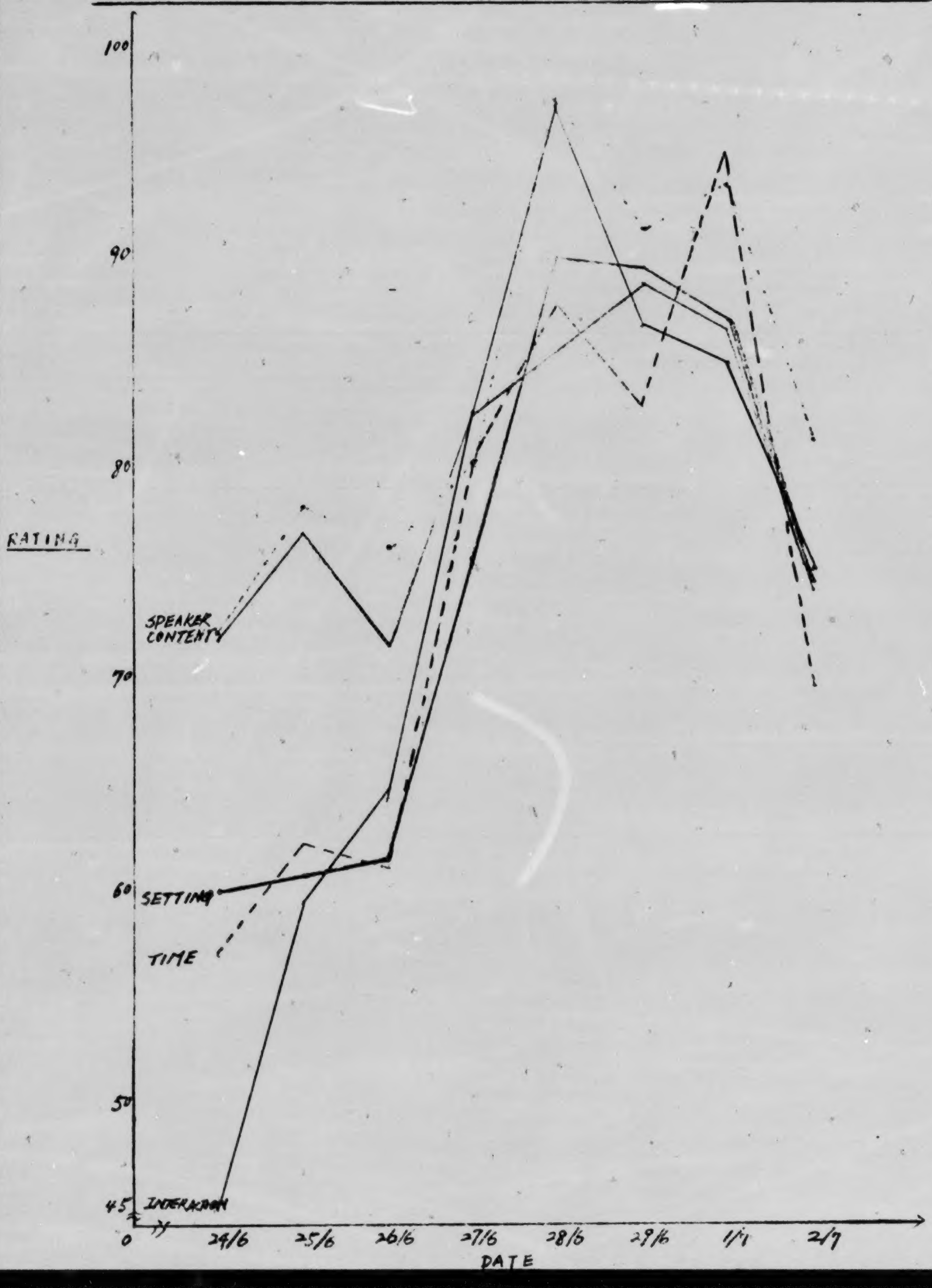
*High = excellent - very satisfactory; Medium = satisfactory - mildly unsatisfactory; Low = unsatisfactory - awful; (X) = total cumulative responses.

H. CONCLUSION

Figure 1, comparing the rating of content, speakers, set-time arrangement, time appropriateness, interaction as a whole, presents a vivid and complete picture of participants' impression of the sessions of each day and the entire Institute in general.

In Figure 1, th[illegible]ulative rating of the speaker and content in the sessions was steadily higher than the ratings of other categories throughout the Institute. This indicated that participants were consistently more satisfied with the content and speakers in the sessions than the other components of the session and probably these were the two most important variables. The daily feedback sheets revealed a varied change attitude toward the interaction among session participants and consultants. Careful examination showed the most satisfactory day occurred on June 28 of Phase II -- the period for developing a written plan. Overall, 89 percent of the rating was above satisfactory level (60 percent) in Figure 1. Thus, the daily sessions of this Institute had met the needs of most of its participants.

Figure 1: Comparison of the Cumulative Rating of the Content; Speaker; Interaction; Setting Arrangement; Time Appropriateness in the Sessions.



IV. LTI SERVICES AND RESOURCES

A. INTRODUCTION

In the summer workshop, LTI provided many valuable and excellent services through its staff, consultants and resource personnel. The most important services were consultants, resources, work-site accommodations and living accommodations.

Through these facilitators or facilities, participants had abundant resources for the completion of their written plans and thus reached their goals. It was unquestionable that major objectives of this Institute could not be obtained without the excellent pre-planning of LTI in providing efficient services.

This section discusses the utilization of the services and resources by participants. Facilities were the main ingredient for making a successful program. The ways and attitudes of using the resources would surely affect the outcome. Three categories would be taken into consideration -- consultants' services, work-site accommondations, and living accommodations.

B. CONSULTANT SERVICES

As mentioned previously, the selection of the consultants had been carefully made. They represented not only experts in various areas of interests in the field of gifted and talented, but also authorities in the general field of education, including psychology and sociology, so as to give participants an insight into the interrelated situation and enable them to promote the program of gifted and talented within the context.

Twenty-nine consultants were invited to attend this summer's workshop for different time periods according to their expertise related to the specific topic at a time. This variety and flexibility offered multiple but precise services to participants. Consultants were available for participants for group or individual discussion. Although the ratio of consultant to participants was one-third, the data based on the state/city planning questionnaire showed that an average of 45 participants per day had spent unstructured time to discuss their G/T programs with one or more consultants. Ninety-eight percent of them indicated that such experience was extremely rewarding.

Table X reveals the number of participants who had daily access to the consultants during unstructured time. This table indicates that many more participants spent unstructured time with the consultants in Phase I than in the other phases. It was surprising that more participants found time to interact with the consultants during the tight schedule in Phase I than during the set-aside "unstructured" time blocked out by the Institute planners in Phase II. This phenomenon might be due to the enthusiastic search for knowledge by participants in the initial stage in order to prepare themselves for writing their plan in the next phase, Phase II. After the participants had obtained sufficient information from consultants they had spent more time for individual study or team discussion during the following phases.

It is unfortunate that so many participants did not fully utilize the human resources in the last phase for refining and revising of the written plan where the consultants might render the most valuable services.

During the summer Institute, one question has been raised often by the participants about the accessibility of the consultants. Although there were sign-up sheets for meeting with consultants, still some participants had problems in locating the consultants. Next time, assigning a fixed place for every consultant might facilitate locating them. In turn, the consultants' services could be more fully utilized through the entire Institute.

Table XI shows participants' rating of the time they had spent with the consultants. Overall, the results were more than satisfactory. To meet the consultants was a worthwhile experience. Ninety-seven of the responses showed that the time was so well structured by consultants that the participants had gained much valuable information professionally as well as personally.

TABLE X

NUMBER OF PARTICIPANTS WHO MET WITH CONSULTANTS IN UNSTRUCTURED TIME

	PHASE I			PHASE II			PHASE III			
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2	Total	Average
Met with consultants	45	68	52	50	36	38	39	30	358	45
Did not meet with consultants	16	4	4	6	5	5	5	0	51	6

TABLE XI

PARTICIPANTS' RATING OF THE TIME SPENT WITH THE CONSULTANTS

	PHASE I			PHASE II			PHASE III			
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2	Total	% Participants
Very well spent	16	45	36	39	25	28	31	23	243	68
Well spent	27	23	15	10	10	9	8	6	108	30
Better than nothing	1	0	1	1	0	1	0	1	5	1
Poorly spent	1	0	0	0	0	0	0	0	1	.3
A waste of time	0	0	0	0	1	0	0	0	1	.3

C. WORK-SITE ACCOMMODATIONS

LTI staff, during the second summer Institute, had tried its utmost to provide every possible service to accommodate the participants in developing their written plans. These services were sufficient and well-organizaed. The library, film room, resource materials and general office services were accessible to every participant.

1. Resource Library

A resource library, abundant with books, current issues of magazines and pamphlets related to the issue of the gifted and talented, provided various information and ideas. The library opened from 8:30 AM to 10 PM daily throughout the entire summer Institute. Any participant could sign out a book and receive assistance from a full-time librarian.

Table XII lists the number of participants who utilized the resource library daily. Again, this data was collected from the state/city plan questionnaire. On the average, 23 participants per day utilized the library. Even though participants had indicated their lack of time for using the resource room during the tight schedule of Phase I, the table does not show an increase in number of participants using the resource room in free time. In the last phase, the resource library was sparingly used by participants. Among those who had utilized the library, 98 percent of the participants were satisfied with this service.

Participants did not fully recognize the importance of the resource library. In order to arouse their attention, the library must be located in a very accessible, easily perceived place. Besides, a library index sheet should be distributed to the participants beforehand. Finally, the assigning of appropriate time in using the library is also necessary.

TABLE XII

NUMBER OF PARTICIPANTS WHO UTILIZED THE RESOURCE LIBRARY AND THEIR RATING OF THE LIBRARY

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
Very satisfactory	5	17	11	22	12	11	8	2
Satisfactory	12	22	15	19	9	7	8	1
Very unsatisfactory	0	0	2	1	0	0	0	0
Total Number of Participants	17	39	28	42	21	18	16	3

2. Film Room

A film room connected to the library supplied a series of different, interesting films discussing many approaches in dealing with children, especially with the exceptional ones. Participants could sign up individually or as a group to see the films provided by LTI.

The film room was not extensively used by the participants, as indicated in Table XIII. On the average, only 15 percent of the participants had viewed the films, and were impressed by the selection and presentation of films. The films were very effective media for communicating knowledge and ideas. Among 21 films provided by LTI the three most popular films were: "No Reason to Stay," "Sit Down, Shut Up or Get Out," and "Pennsylvania Governor's Honor Program."

TABLE XIII

NUMBER OF PARTICIPANTS WHO UTILIZED THE FILM ROOM AND THEIR RATING OF THE FILM ROOM

	Phase I			Phase II			Phase III	
	6/24	6/25	6/26	6/27	6/28	6/29	7/1	7/2
Very satisfactory	2	6	3	21	9	11	6	2
Satisfactory	1	0	4	13	3	4	7	1
Very unsatisfactory	0	0	0	1	0	0	0	0
Total Number of Participants	3	6	8	35	12	15	13	3

It was also obvious that the participants paid little attention to the film room even though a short introduction of the films in the resource room was given in the orientation period in order to increase participants' awareness of the importance of media. The provision of appropriate time for participants in using the film room is also desired. This may mean that certain activities occur in the film room.

3. Materials

One of the major characteristics of this summer's LTI was the well prepared materials and information available to all participants. Along with the many various books, booklets, pamphlets and articles about the education of gifted/talented in the resource library, many consultants disseminated different materials related to their specialties in this field in order to inform the participants on issues and have them deal with issues from different aspects. Participants were well-equipped with new knowledge and ideas which would promote their abilities to cope with and further develop the program of gifted and talented in their respective states.

Some teams had brought along booklets of their existing written plans as examples for providing information to other teams about legislation and funding which were highly appreciated by those teams which were just on the initial step in writing plans and fighting for legislation.

The films collected and provided by LTI were a very effective media for information and communication of knowledge and ideas. Slides and transparencies were extensively used in this workshop by some speakers in lecturing and group discussion, which were excellent audio-visual aids.

Many participants indicated that one reason for being in the LTI was to gather material, information and resources about gifted and talented. To this respect, LTI fully met their expectations.

4. General Services

A general office managed daily events for the summer workshop. Staff members were very enthusiastic in helping all participants personally or professionally. LTI also offered secretarial-typing service for the convenience of the participants in processing their written plan.

Because of the limited lecture rooms on the first floor, some meeting rooms with the same numbers (316, 416, 516) were arranged on every floor for the convenience of the participants. The only confusion aroused on the previous days was over matching the room name with the floor room number, which apparently had been noticed by LTI and was taken care of immediately. This incident indicated the ability of the LTI staff to respond rapidly and efficiently to even minor issues.

D. LIVING ACCOMMODATIONS

The 1974 Summer Institute was held in the Wilmington Hilton Hotel, Wilmington, North Carolina. The hotel management was rated excellent by most participants. They provided several important services to participants -- transportation to and from the airport and excursions, meals, and other innumerable accommodating hotel services.

1. Transportation

The hotel arranged different kinds of transportation services when needed by participants. This not only provided the participants with different extra-session activities, but also enabled them to experience the local atmosphere. Some improvements had to be made on large-group transportation due to the limited number of limousines. Flexibility in arranging the transportation was needed in meeting small group or large group transportation.

2. Meal Services

The American Meal Plan was compulsory for every participant. The variety of the food, different meal location and the services of the hotel personnel were certainly appreciated by participants. However, some participants expressed their desire of having the option of not joining the meal plan over the weekend.

E. CONCLUSION

The LTI had prepared well in providing resources and services for the participants. As a consequence, the majority of the participants who had access to these resources and services were highly satisfied with this experience.

Although the consultants' service, resource library, and film room were accessible to every participant, the findings showed only less than half of them had fully utilized these resources daily. Hence, the encouragement and provision of appropriate time was the major issue in making effective usage of the abundant resources provided by LTI.

V. COMMUNICATION AND MEDIA

A. INTRODUCTION

Communication was one of the effective instruments for sharing information and ideas among the staff members and participants. Through formal or informal communication, participants built mutual understanding and personal relationships which were essential in achieving the objectives of the summer Institute as well as facilitating the accomplishment of future tasks of LTI.

Media was extensively used in the second summer Institute. Media played different roles on many occasions as a communication aid, an Institute resource, a facilitator in interaction, and an evaluation tool. LTI had fully developed the function of media by using different kinds of media such as overhead projectors, slides, films, and video and audio tape. The use of media had enhanced the effectiveness of the programs of LTI.

B. COMMUNICATION

1. Formal Communciation

a. Daily Congressional Record

In addition to the information folder that was initially given to all participants, a daily congressional record was distributed. This sheet presented a detailed schedule of sessions and was therefore the main communication instrument.

The congressional record consisted of the daily major task, subject matter of the sessions, and key speakers. Participants could decide beforehand the sessions to attend and knew the main content of the session. For more effective usage of this formal communication instrument, it was suggested that more detailed information be listed in this record about brief outlines of the sessions and key speakers' specialities related to the topic of that session. This psychological preparation is essential to a successful session.

b. Bulletins

Throughout the conference, one news release and two bulletins were published which were effective communication instruments. The bulletins for participants informed them of the major activities of the conference, records of the important content of some sessions, reports of interviews with the consultants about the issue of gifted and talented, the reaction of fellow participants, and other important news items. After the publishing of these two bulletins the immediate feedback from participants was so enthusiastic and strong that LTI is now (as of this report) in the process of issuing the third bulletin, which is the beginning of a formal national on-going communication network on the part of the N/S-LTI-G/T.

2. Informal Communication

a. Informal Social Activities

There were several informal social activities sponsored by each team for its team members to meet and interact informally with members from other states. These informal social activities were important ingredients of the LTI summer workshop through which participants achieved greater social and professional insight re other state personnel and programs. Informal rap sessions were also held. These rap sessions achieved the highest goal of informal communication. New ideas and inspirations were formed by way of vigorous interaction with one another. Participants felt that these rap sessions should be held more often and more people should be encouraged to attend.

b. Meal-Time Communication

Meal gathering played another important role in the informal communciation. Meal-time had several functions: getting acquainted was one of them, daily important announcements were another and most important, through different seating arrangements, participants met with various interest groups so as to promote mutual understanding and support of similar problems.

C. MEDIA

Educational media was widely used in the LTI for the immediate and direct support of all its activities. The coordination and use of media and technology in the traditional use as audio-visual aids were excellent.

1. Use of media as aids in communication during Institute sessions. Media equipment was made available to the Institute through excellent coordination with the host state and local school district. All equipment was scheduled and arranged through the central media resource facility (see 2 below) which proved very efficient.

a) Overhead projectors were the most frequently used item of AV equipment, from the singular used by many session leaders to the multiple use when LTI Director Irving Sato, used three overhead projectors in a multi-media presentation. Although overall the graphics used on the overheads were good, frequently too much information and letters which were too small were used on many of the transparencies.

b) 35mm slides were used much less than the overheads, with a few exceptions. One exception was the excellent use of slides by Jean Thom. Perhaps a slide library should be established for G/T.

c) The use of 16 mm films was excellent although Super 8 film was used very little. The 16mm films used during the session were not only educationally helpful, but provided a much needed break from lecture sessions.

d) Video tape and audio tape were used the least as presentation tools although when used, they seemed to be effective. More consideration may be given video tapes in the future.

2. Use of media as an Institute resource. The concept of a central media resource facility was used during the Institute. This facility contained a 114 volume library of printed material and 21, 16mm films. Very few video tapes, audio tapes, film strips and multi-media packets were available. Areas for reading and viewing films were available. All AV equipment to be used in sessions were coordinated through this facility.

3. Use of media to facilitate group interaction. 16mm film was the most frequently used media to assist in group interaction. The films Walkabout and Twelve Angry Men were very well used in this process. Video tape could have been used more extensively in the interaction role.

4. Use of media as an evaluation tool. All sessions were recorded for transcription. This provides an effective record for evaluation. Although video tape equipment was available, it was not extensively used as an evaluation or feedback device. The publication of a bulletin containing photographs and an overview of LTI activities served as an

informal type of evaluation mechanism.

D. RECOMMENDATIONS FOR FUTURE USE OF MEDIA

A review of LTI objectives reveals areas where technology may be applied for expanding the role of media to facilitate the accomplishment of the on-going objectives of the LTI.

1. Establish a working communication network. The initial foundation of this network may be based on a person-to-person contact through the workshops. However, the use of media materials is important in efficiently expanding the network and diffusing and disseminating ideas and products throughout the network. Such could be accomplished through a newsletter which would be distributed to each state and team.

2. Promotion of regional team activities. One of the most effective means of promoting an activity is by telling your story through media. For example, a successful activity by one team may be documented either on video tape, articles, or other methods and sent to other teams or presented in a newsletter.

3. Instituting regional training Institutes or Workshops. This LTI demonstrated that the use of media can be an essential aspect of any Institute or Workshop. Consultation with various media experts should be arranged for workshop planners in order to further assist in the development of presentations in regional or national Institutes.

4. Increase public consciousness and awareness. Since there are many false conceptions and much misunderstanding about gifted and talented students, the use of media is essential in the changing of public attitudes. Such materials would also be used to increase public awareness. Such methods could be the use of pamphlets, news releases, articles, video tape, etc.

E. CONCLUSION

Communication was certainly one of the major components in making a successful Institute. In this respect, LTI made a very comprehensive use of communication through different techniques. However, the function of communication should not be limited to the immediate situation only. The building of formal or informal communication networks on a person-to-person, team-to-team, local-state-regional, basis was basic to achieving the long-range goal of the LTI.

The use of educational media and technology in the direct support of the LTI activities was excellent. Educational media and technology should be considered for a much larger role in the accomplishment of LTI objectives than just the support of LTI sessions. For technology to be effective it must be incorporated into a design early in the planning phase. However, there was a lack of educational media and technology consultation available to the planning team.

Media technology can be applied to several areas for facilitating the accomplishment of the on-going LTI objectives. These areas included the establishment of a working communication network; the promotion of regional team activities; instituting regional training Institutes or Workshops; the preparation of appropriate documents, publications and media products, and increase public consciousness and awareness through the expanding use of media by LTI.

VI. ANALYSIS OF STATE PLANNING QUESTIONNAIRE

A. INTRODUCTION

One of the objectives of the second summer LTI was to initiate or reassess programs for the gifted and talented for each participating district/state/regional team. Writing a state, district or regional plan was the main area of concentration for this Institute. The success of the summer 1974 LTI can be partly determined by the degree to which this task had been accomplished and partly decided by the actual ongoing process of application of the written plan in the future.

As discussed earlier (in Section III), the summer Institute had been divided into three phases so that the objective could be reached in a more organized and easy-to-attack way. Phase I was the preparation stage centered on information input. Phase II was concentrated on an uninterrupted, long period for writing the plan. Phase III was devoted to information input of the follow-up services. These three phases were interlocked stages. The success of one stage led to the accomplishment of another.

The quality of written plans which participants had developed in the Institute was one of the major concerns in evaluating the summer LTI. A state plan questionnaire with this exclusive goal in mind, was developed to investigate the quality of state/district/regional plans as well as the accompanying behavioral or attitudinal changes of the participants in the process of writing the plan. This questionnaire which was developed by ESA with the cooperation of the team leaders and consultants, was geared specifically to the participants' needs. All together, 67 participants had responded to the questionnaire (87 percent of return).

Five categories were included in state planning questionnaires. They were:

1. the attitude of participants to the task of writing a plan before attending the conference;
2. the participants' evaluation of the resources provided by LTI in assisting plan writing;
3. the degree to which LTI had functioned in plan writing;
4. the participants' reaction to their written plans; and
5. the most needed follow-up services.

B. PARTICIPANTS' ATTITUDE TOWARD THE TASK OF WRITING PLAN FOR THE GIFTED AND TALENTED BEFORE ATTENDING THE SUMMER INSTITUTE

Three questions had been designed to investigate participant attitude toward the task of writing a plan for the gifted and talented before attending the summer Institute.

1. Did you understand what your task at this summer Institute was to be?

Before attending the summer Institute, 63 participants (94 percent) indicated they understood the task of the LTI Summer Workshop through their communications with the Institute and after reading the Institute's publication. Only four participants (6 percent) had not been well-informed beforehand. With the goal of initiating and improving programs for the gifted in mind, the participants made the best use of this learning opportunity and thus developed a written plan for each team.

The well-informed preparation of the participants would certainly make the summer Institute task easier. Dissemination of information in the planning period, about the major tasks of LTI, should be strengthened in order to reach participants in future Institutes.

2. Did you believe you would be able to develop a plan in ten days?

Among the 63 total responses, 55 participants (87 percent) strongly believed that they would be able to develop a plan in ten days while the rest of them doubted this objective could be reached. As to the reasons for their disbelief, further information was obtained by the following questions.

3. If you did not believe you would be able to write a plan in ten days, what did you think the reasons for this would be?

The reasons indicated by participants were: time too tightly schedule, not enough time and not enough typing or other resources. Some of these elements had been taken into consideration by LTI in the planning period previously. LTI had scheduled a large block of uninterrupted time for plan writing as well as providing abundant resources besides typing services, to facilitate writing of the plans. Tight information input periods left little room for personal reflection; every team had accomplished the task of writing a plan which might need to be revised in the future.

C. PARTICIPANTS' EVALUATION OF THE RESOURCES PROVIDED BY LTI IN ASSISTING PLAN DEVELOPMENT

Two questions were related to the evaluation of the resources provided by LTI in assisting plan development. They were:

1. Did the participants have sufficient resources to complete their plans?

This summer Institute had provided a resource library which contained books, current magazines, pamphlets, and articles about the gifted and talented. A film room containing a series of films about educating exceptional children was accessible to every participant. Consultants who were available for helping the participants in advising and solving their problems were both the most important and most-used resource. Fifty-three participants (80 percent) felt that they had sufficient resources to complete their plans. Participants also indicated a lack of free time to go to the resource room because of the tight scheduling. This suggested a necessity of either allocating an appropriate time for participants to use the resources that may exist at future Institutes or incorporate these resources into their workshop sessions and experiences that were not used when free time existed.

1. Did the LTI Summer Institute meet all of your professional expectations? If no, indicate what it was that you wanted, but did not receive. If yes, what especially was it you wanted and received?

Out of the total 56 responses, 34 of the participants (61 percent) of the participants replied that LTI had met all of their professional expectations, especially by providing these important services:

a) Opportunity to listen to consultants and leaders in the areas important to the participants.

b) Materials, first-hand information, methods, new ideas.

c) Developed a written plan.

d) Interaction, exchanging ideas.

e) Well-prepared sessions, programs and organization.

f) Knowledge of what other states are doing and planning.

g) Building a working relationship.

However, 22 participants indicated the following areas had not fully met their expectations:

a) The need for more unstructured time for stimulating ideas, materials, individual study, individual or small group discussion, and discussion with consultants.

b) More information about techniques for initiating and implementing of program, curriculum plans, teachers' training, identification of the gifted children.

c) Information on elementary beginning awareness level, need more sophisticated content.

d) Flexibility of matching teams in discussing or reviewing of written plan.

The most important services LTI provided were consultants, information, materials, interaction among participants, and concentrated time for developing plans for the gifted and talented. Sixty-one participants (98 percent) rated the LTI's service above satisfactory level. Half of the rating was centered on the "excellent" category.

However, if LTI wishes to fully meet the expectations of all the participants, more effort has to be made on program planning and provision of varying subject matter, especially on curriculum and legislation.

D. THE DEGREE TO WHICH LTI HAD FUNCTIONED IN PLAN WRITING.

In order to examine the effectiveness of LTI, participants were asked to evaluate the overall function of LTI in helping participants in writing their plan by the following questions:

1. Would you have written a plan if you had not been here? If yes, how would it compare to the one you have written?

Owing to the abundant resources, consultants' consultation, and the assistance of LTI staff, 32 participants thought that they would not have written a plan for the gifted and talented if they had not attended the summer Institute.

Among those 30 participants who indicated that they would have written a plan outside this Institute, only four of them thought their plan would have been better than those written in the summer workshop, and 18 participants had rated plans written elsewhere much poorer than those written in the Institute.

2. Did writing your plan here save you any time?

The provision of resource persons and materials; the provision of a large block of uninterrupted time for concentration in a highly structured organization; the gathering of all levels of interest persons from different geographical areas to work for the same goal; the interaction with participants from other states; and the forced production situation were the reasons for saving a lot of time in writing the plans for 44 participants in the summer Institute which they would not have achieved elsewhere in a short period of time. Fifteen participants felt that writing plans in the summer Institute did not save them time. Their reason was mainly directed toward the incompleteness and roughness of the written plan which needed more time for revisions in the future.

For the majority of the participants who did not have a plan, the LTI workshop had served its purpose in helping them to write one. The dissatisfaction of a small portion of participants might be reduced by assigning more time for discussions of the written plan in detail with various consultants and other team members. Furthermore, the information provided by consultants must be relevant to the actual need of individual state and local applications.

E. PARTICIPANT REACTION TO THEIR WRITTEN PLANS.

Although every participating team had developed or reassessed a written plan, the quality of it is still worthy of examination. The attitude of the participants toward their own written plans would render a rough answer. A detailed and accurate analysis had to be dependent on the follow-up activities in applying the written plan. The questions included:

1. For how many years is your plan?

This question was used to gather information of the nature of each participating team's plan: five plans were of a range of one year; one plan was of a range of two years; three plans were of a range of three years; three plans were of a range of four years; and one state indicated that their state plan was a continuous process with revision on each stage. This information indicated that each team had developed a plan according to its own needs and pace.

2. Does your team plan meet your standards and express what you wanted in it?

Fifty-five participants (90 percent of the total response to this question) had a positive response. On one hand, team plan writing needed the maximum amount of cooperation from each member of the team. On the other hand, this plan should also meet the standards of the majority of the participants. Thus, the plan would be applied faster through the cooperation of participants who thought this plan had lived up to their standards.

3. Are you completely pleased with your plan? If no, indicate why.

Although the majority throught their team plan met their own standards, only 42 percent (27 out of 64) of the participants were "completely" pleased with their plan. The word "completely" was used to allow for a forceful response from the participants in order to have a deeper understanding and analysis of the plans.

The major dissatisfaction was over the roughness of the plan. Owing to the short range of time of writing plans, the plan needed to be refined, reorganized, edited, expanded and up-dated in the future. Other than this, the plan met the expectations of the participants in general.

4. Do you believe your plan will be implemented? If yes, why? If no, why?

Fifty-nine participants (97 percent of the total response to this question) believed that their plan could realistically be implemented. Reasons for this belief were:

a) increasing interest and commitment from parents, school, State Superintendent, Department of Education, and State Board members;

b) applicability of the written plan for local input and implementation;

c) mandatory legislation;

d) determination of team members; and

e) gradual awareness of the public, political as well as other leaders.

Only answers, such as funding, plan too dependent on heavy initial official state commitment, and plan developed at various stages with no continuity of thought and purpose, were the reasons for participants to disbelieve that their plans would be implemented. The optimistic attitude and strong belief in the applicability of the plans by the participants were important elements for the plans to be carried out successfully.

F. FOLLOW-UP ACTIVITIES

Sixty-three respondents indicated that they would disseminate ideas that were in their plans to LEA and other groups in their state. The follow-up activities of how to implement the written plans were even more important than the writing of the plan itself. Several questions had been designed to investigate the steps that the participants would take to achieve the acceptance of their plans as well as the follow-up service LTI should render to the participants in the future.

1. What steps, if any, will you take to, hopefully, achieve the acceptance of your plan?

   - submitting plan to the State Department of Education, State Board of Education, State Advisory Committee, State Superintendent, Legislator, SEA and LEA, seeking their acceptance, support and revision;
   - promoting public awareness and involvement;
   - publicizing and disseminating the plan;
   - workshops for staff and community input;
   - communication network among all levels including parents, business, labor, civic as well as political leaders, State Department; and
   - form parent and advocacy groups.

These multi-directed steps needed the cooperation from people of different backgrounds. Since the components of the participants were from various backgrounds also, they could function most by organizing the advocacy group of their own level and thus cooperating with other advocacy groups.

2. Is there anything the LTI personnel can do to help the participants get their plans implemented faster?

To this question, participants hoped that the LTI personnel would continue to give further help in the implementation of their written plans. The most requested assistances included:

- consultant services;
- up-to-date information about Gifted and Talented;
- regular communication with higher-level decision makers, State Superintendents, State Boards and legislative leaders;
- support letters as well as personal appearances to the State Education Department; and
- in-service training and future workshops for Gifted and Talented.

3. What kinds of follow-up services would the participants like the LTI to make available to the participants, their school-community and their State Educational Department?

In addition to rendering help to the participating states in implementing their written plans faster, the LTI could help by providing several follow-up services indicated by participants in order to develop Gifted and Talented programs and thus to make the best of human resources.

These follow-up services include:

a. Follow-up services to participants:

    - the dissemination of information regarding models of written plans, current research about Gifted and Talented and also about legislation and funding;
    - a complete list of participants and their addresses for communication;

- in-service training; and
- consultants' assistance.

b. Follow-up services to participants' school and community:

- the provision of information about LTI and their national implication and other related current information;
- models for innovation in curriculum;
- provoking the awareness and support of school and community by holding regional and/or state conferences and workshops;
- consultants for in-service training; and
- providing materials such as films, brochures, research findings.

c. Follow-up services to the State Education Department:

- developing a statewide LTI and workshop;
- informing them of research findings to encourage positive support for this program;
- consultants and in-service assistance;
- establishing full-time directors;
- funding; and
- communication and constant encouragement to Regional Director, State Superintendent, etc.

Therefore, the most important follow-up services to participants, their school-community and their State Education Department would be mainly the consultants' services and the provision of up-to-date information. If LTI could render these services efficiently, the long-range objectives of this summer Institute might be achieved faster.

G. CONCLUSION

Each participating team of the second summer Institute had initiated or reassessed a written plan in the workshop. The abundant resources and services by LTI had facilitated the participants in accomplishing this objective. Owing to the time limitation, the plan written in the Institute might need to be refined, revised in the future. However, the outcome was satisfactory.

VII. ANALYSIS OF PRE-POST QUESTIONNAIRES

A. INTRODUCTION

During the Summer Institute, questionnaires were employed to investigate the pre-post attitudes and behavior indicators of the participants in order to evaluate the effectiveness of this workshop. Pre-questionnaires filled out by the participants at the beginning of this Institute were used to survey the attitude and expectation of the participants for this Summer Institute. All together, there were 67 responses. Post-questionnaires filled out by the participants at the end of the Institute were employed to examine their post-attitude and behavior and their evaluation of this summer's LTI. In all, 57 participants responded to this questionnaire. By way of comparison between the participants' pre-attitude and behavior with their post-attitude and behavior, the overall function of the Second Summer Institute could be obtained.

B. ANALYSIS OF THE PRE-QUESTIONNAIRE

In the pre-questionnaire, the major concern was to gather information about the general attitude of participants before attending sessions. The four main categories were: 1) the reasons for participants' attending the Second Summer Institute; 2) the sessions participants would like most to attend; 3) participants' expectations for the Second Summer Institute; and 4) participants' suggestions for planning next summer's

LTI Institute.

a. Reasons for participants' attending the Second Summer Institute.

Many participants attended this Institute with a special need re gifted and talented programs that they believed could be met in the Institute. Their need for help in the area of gifted and talented compelled their attending the Institute; only a few participants attended the conference out of curiosity.

Thirty-seven participants indicated they knew some participants who attended last year's Institute. Sixteen of them were influenced by their friends in attending the Second Summer Institute since most of last year's participants found the LTI Workshop very helpful.

b. The sessions participants would like to attend.

Seventy-one participants stayed for the entire Institute and the majority of them (56) indicated their intention to attend all sessions that they possibly could. The participants' strong desire to learn and absorb would certainly have led to a successful workshop if LTI had met their needs and expectations.

c. Participants' expectations for the Second Summer LTI.

Three questions were designed to survey participants' expectations for the Second Summer Institute and their opinions about essential elements in making a useful Institute. These questions were informational in nature. They were:

1. What do you hope to get from the Institute during the days you will be staying?

The priorities that the participants hoped to get from the Institute were writing a plan, information, developing research, sharing of concerns and strategies with people from other school systems and states, and a change process for the state. Among them, emphasis was mainly on developing a plan, which was also the objective of this Summer Workshop. The unified goal for both the participants and the Institute would surely make this task easier to accomplish.

2. What do you think makes for a useful Institute?

For making a useful Institute, several important elements pointed out by participants included the well-planned programs and pre-planning, interaction among participants, exchange of ideas by participants and staff, practical information for gifted and talented programs, and knowledgeable, available consultants.

3. What do you think makes for a less than useful Institute?

In contrast to the answers of the question above, participants indicated the causes for a less than useful Institute were poor planning and organization, too much talking and lecturing but not enough doing, lack of meaningful goals and objectives, supplying useless and irrelevant information, lack of good speakers, and not enough interaction among participants.

To connect these three questions, participants revealed their strong expectations for having a well-organized Institute which provided practical information relevant to the needs of the participants, knowledgeable consultants and good interaction among the participants and consultants.

d. Suggestions for planning conferences, workshops, and next year's Summer LTI.

Participants made several suggestions for improving the planning of Institutes of any kind. The need for more communication and instruction with teams, the earlier distribution of models to participants, and getting influential people in the program were the major recommendations by participants.

C. POST-QUESTIONNAIRE ANALYSIS

Post-questionnaires were employed not only to evaluate the effectiveness of the Second Summer LTI, but also to gather information about the follow-up activities most needed by the participants. Since the Institute should function on an ongoing basis, information on the services LTI should render in the future is vital to the overall success of LTI.

This questionnaire consisted of four parts: 1) participant's evaluation of the Second Summer LTI; 2) suggestions by the participants for next summer's Institute; 3) some recommendations for developing more effective gifted and talented programs on the local and state educational level; and 4) the provision of follow-up activities and services by LTI.

a. Participants' evaluation of the Second Summer LTI.

Participants were asked about their likes or dislikes of this Institute and their rating of the performance of the Summer Institute, by the following questions:

1. What were the most positive happenings for you during your stay at the Institute?

The most frequently mentioned positive happenings to the participants during their stay at the Institute were: the chances to meet and interact with the consultants, interaction and sharing ideas with other participants, the chances to obtain current information and material resources, the development of a comprehensive written plan, and the development of personal relationships.

Although the objective of this Summer Institute was the initiation or reassessment of a plan, participants had access to all kinds of resources and made other important achievements through the process of writing plans.

2. What were the most negative happenings for you during your stay at the Institute?

Participants' dissatisfactions were mostly over the scheduling and some living accommodations. Many participants felt the scheduling was too tight to allow time for individual study or counseling. They also indicated that some sessions were either too long or too large.

As to the living accommodations, the major complaint was over the rigidity of the American meal plan system. Other than this, some participants were mildly dissatisfied with the location of the Institute, as well as inadequate large-group transportation.

In general, 19 participants (41 percent of the total responses) rated the performance of LTI as excellent; 39 percent (18 participants) were very satisfied with this summer's Institute; eight participants (17 percent of the total responses) indicated the performance of LTI was satisfactory. Only one participant was mildly dissatisfied with the management of the Second Summer LTI.

However, the overall, utmost effectiveness of the Summer Institute might be reached only if the LTI staff would be more sensitive to the needs of the participants and improved whatever was necessary.

b. Suggestions for next summer's Institute.

Participants gained precious and valuable experiences from attending this Institute which they could never have obtained elsewhere. Fifty-one participants (98 percent of the total response) believed such an Institute should be held next year if the promotion of the program for the gifted and talented was desired.

Few changes needed to be done for the next year's Institute as suggested by participants. The most desired improvement was to have more unscheduled time for individual, creative endeavors. Other minor improvements included: a shorter LTI; a better location; more pre-planning direction; earlier state meetings relative to their plan for first thoughts; more information about curriculum for the gifted and talented; as well as index resources for each state.

These suggestions were primarily directed toward scheduling. It was obvious that the allocation of time of sessions was as important as the content of subject matter in that session. Furthermore, some free moments for individual research was necessary in designing a schedule.

c. Recommendations for developing more effective gifted and talented programs on the local and state educational levels.

1. On the local educational level:

As responding to the question of the five most important things that should be done to develop a more effective gifted and talented program on the local educational level, participants listed these five most important things:

- publicizing the gifted and talented programs and arousing awareness and support of the community;
- funding;
- training qualified teachers in college or university, and in-service training for all educators;
- input on new developments; and
- hiring full-time consultants.

2. On the State educational level:

The five most important things recommended by participants for enhancing the programs for the gifted and talented on the state educational level were:

- financial support;
- establishing a State Department of Education full-time Director;
- in-service training programs and teacher training in college or university;
- establishing state guidelines; and
- implementation of state plan.

It is, therefore, of vital importance to have legislation, public support, financial resources and trained personnel for developing more effective gifted and talented programs on both the local and state levels.

d. Follow-up activities and services by LTI.

Since the effectiveness of LTI should be decided only on an ongoing basis, follow-up activities and services for the participants are indispensable. Follow-up services by LTI would not only facilitate the application of what had been accomplished in the summer Institute, but also expand the horizon of the gifted and talented programs.

Two questions were designed to gather information of the most needed follow-up services by participants:

1. What types of programs, meetings and information would you like to have the LTI provide for you throughout the year?

To this question, participants expressed many different needs. Most of the responses were related to information provision and consultants' services. Here the frequent responses included:

- current information and material to be provided and circulated;
- information for curriculum model or development;
- information about successful program methods;
- consultants for in-service and teacher training;
- Mini-LTI;
- immediate feedback on Federal legislation and steps to accomplish;
- programs for all educational actions; and
- copies of written plan developed at the LTI.

2. What do you believe to be the three most important services that the LTI can provide you and your state or city?

The three most important services that the LTI could provide, expressed by the participants were: consultant services; provision of information and materials; and establishing a communications network.

Therefore, if a more valid and effective function of the LTI is desired, the provision of consultants and information is important in fully meeting the needs of every participant on a continuous basis.

D. CONCLUSION

From the analysis of the pre-questionnaire it was clearly shown that participants were highly motivated for learning and writing programs for the gifted and talented. They expected to obtain information, to do research, to share ideas and interact with fellow participants from other backgrounds and most of all, to write a plan for the gifted and talented.

The post-questionnaire proves that the LTI met participant expectations to a great extent. LTI provided concentrated time, place and resources to people who came from different backgrounds for the common goal of sharing ideas and interaction. Owing to LTI's efforts, every participating team either developed or revised a plan. Although there are minor improvements needed, the Second Summer Institute made a great contribution to its participants and to the long-range gifted and talented program.

VIII. SUMMARY AND RECOMMENDATIONS

The Second Summer Leadership Training Institute was held in Wilmington, North Carolina from June 23 to July 3, 1974. Ninety-seven participants attended. Participating teams represented 13 states including: California, Delaware, Georgia, Idaho, Illinois, Iowa, Louisiana, Minnesota, New York, North Carolina, Washington, Wisconsin, and Wyoming; two regions: Region III and Region IV; USDSEA; 1 city: Los Angeles; and one foreign country: Canada.

The objectives of this Summer Institute were threefold: to initiate or reassess a plan for the Gifted and Talented for each participating team; to become familiar with all kinds of resources; and to design specific strategies for follow-up to the National LTI.

The Summer Institute was a meaningful experience for participants. After this ten-day workshop, every participating team had achieved the objectives set by LTI. A brief summary of the Second Summer LTI gives an overview of this Institute and its effectiveness.

A. SUMMARY AND EVALUATION OF THE SECOND SUMMER INSTITUTE

The overall effectiveness of the second summer Institute was evaluated by Elsbery Systems Analysis, Ltd. through a contract under a Federal grant through Ventura County Schools. This evaluation was based on questionnaires, observations and interviews. Four kinds of questionnaires were filled out by participants throughout the Institute: a pre-questionnaire, daily evaluation feedback sheets, a state/city plan questionnaire, and a post-questionnaire. On-site observations and interviews conducted with the participants and consultants were also the basis for our own judgment.

1. Participants

Participants were selected according to the guidelines established by LTI. For this year's Institute, 97 participants attended representing 13 states, two regions, one city, USDSEA, and one foreign country. Each state or regional team consisted of one to seven members. Participants were chosen from a diversity of backgrounds, including coordinators or directors of programs for gifted, members of State Departments of Education, teachers, administrators, consultants of the gifted, parents or non-educators, educators in colleges or universities, state or local school board members, and legislators. Job titles such as coordinator for programs of the gifted, members of State Departments of Education, teacher and administrator comprised the major participants of this workshop. Almost half of the participants were from decision-making levels.

The selection of participating state, district, and/or regional teams and team members followed the guidelines strictly. The participating teams represented one-third of the target states which LTI hopes to cover through three consecutive yearly Institutes. The addition of participants from various backgrounds and job responsibilities, aided in the development of a complete state plan because it contained every possible consideration and would also aid in the implementation of the plan through the cooperation of said participants. The selection of participating teams and their members for the second summer LTI had, therefore, been appropriate.

2. Daily Sessions

The summer Institute had ten consecutive days (Sunday excepted) of scheduled sessions. On the average, there were five-seven sessions per day except for the plan writing period which had a large block of uninterrupted time for participants to concentrate on writing a plan. There were concurrent sessions which provided different topics for the choice of the participants. Participant reaction to the sessions was obtained through the use of a daily questionnaire that was divided into six categories including content, speaker, interaction, time appropriateness, setting arrangement, and general.

a. Content

The major content of the subject matter included: State of Arts, identification and characteristics of the gifted and talented, current program practices, teacher training and teacher selection, changing process in the Institute, building an advocacy base, developing a written plan, and follow-up activities.

The content of the subject matter was divided into three areas of concentration for achieving the task of writing the plan. Phase I was centered on information input of the State of Arts for the preparation of participants. Phase II was designed for developing a written plan. The last phase was devoted to participant reaction to the written plans and information regarding follow-up services in initiating the plan.

In the first phase, although generally positive, the participants did not like the tight schedule and heavy-loaded information input. Some information was also irrelevant to their needs. In the second phase, the application of knowledge to writing the plan by participants and consultants' practical information input directed to the participants' problem solving, enabled the participants to fulfill their goal. The content of this phase was rated excellent. In Phase III, participants were content to react to other states' plans on the first day. However, they were not satisfied with the inflexibility of matching teams for redundant discussions of their plans on the next day.

More information was needed on curriculum plans, legislation, and teachers' training. Some basic information should be conveyed to participants, they thought, beforehand instead of during the session. In general, participants were satisfied with the overall content of the subject matter.

b. Speaker

Thirty-four speakers with different expertise in the area of gifted and talented education attended this Institute for group lecturing or individual consultation.

Several different types of presentations were used by speakers: lecturing, group discussion and consultation. The flexibility of speakers' using different techniques according to the nature of the session and group size, impressed the participants. Participants usually preferred the informal type of presentation and group discussion.

In this Institute, 21 speakers were rated excellent, ten speakers were rated satisfactory, and only three speakers did not quite meet the needs of the participants.

c. Interaction

The interaction in the session among participants and consultants was confined to a large extent by speakers of presentation group size and setting arrangement. Small group discussions with informal sitting promoted interaction. Large group lecturing with formal sitting confined the degree of interaction among consultants and participants. Perhaps a medium-size group lecturing would be better if the session was centered on information input.

The rating of the interaction had a very wide range from excellent to unsatisfactory. The higher interaction occurred in the second phase while great interaction was obtained through team discussion of writing plans.

d. Setting arrangement

Large group meetings were held in several big conference rooms, while small group meetings were arranged in many small rooms. Participants preferred small group settings with chairs arranged in a circle creating a personal-related atmosphere to the large group setting with chairs arranged facing the speaker, creating an impersonal atmosphere. Again, participants were mildly unsatisfied with the setting arrangement in Phase I. In other phases the setting arrangement was satisfactory.

e. Time Appropriateness

Time appropriateness was one of the major criticisms by participants compared to other components of the session. Participants were mildly dissatisfied with the tight schedule in the first phase because little time was arranged for the individuals to sort through their learnings. Minor dissatisfaction was expressed concerning the length of some sessions and the presentation of some information during inappropriate times, such as the session of "Change Process Through Role

Playing" on July 2. The session distribution in scheduling must be considered in planning for the next summer Institute.

f. General

In general, most of the participants were content with the sessions they attended. This learning opportunity and working with people toward the same goal enhanced one's ability to cope with the problems of the gifted and talented in the future. The consistent satisfactory rating of the sessions, in general, revealed participants' positive attitude to the programs of the summer Institute.

3. Services and Resources

In the summer workshop, LTI provided many valuable services through its staff, consultants and resource personnel. The most important services were consultants, resources, work sites and living conditions.

a. Consultant Service

Consultants were available for group or individual consultation. Although the ratio of consultants to participants was one-to-three, an average of 44 participants daily spent unstructured time with the consultants. Ninety-eight percent of them were extremely satisfied with this service.

Consultants' service was the most-used resource among all. For encouraging more participants to use this resource, the provision of appropriate time and a convenient fixed place in which to locate the consults were required.

b. Work Site Accommodations

Work site accommodations by LTI included the resource library, film room, materials, and general office service. These services were sufficient and well organized.

A resource library was open from 8:30 AM to 10 PM and was abundant with books, current issues of magazines and pamphlets related to the issue of the gifted and talented. Although this library provided various information and ideas, only 23 participants per day utilized the services ot the resource room. Why? Ninety-eight percent of those participants who had utilized the library were satisfied with this service.

A film room had supplied a series of interesting films discussing many approaches in dealing with the gifted and talented children. Few participants used his resource. Only 12 participants per day utilized it.

Many different kinds of materials were provided by the LTI staff, consultants, and participants, and were available to everyone. Participants especially appreciated the chance to see the booklets of the written plans brought by other team members through which the participants could find out where their state, district, and/or region stood in terms of an effective plan.

LTI rendered typing services and other general office services which facilitated the accomplishment of the objectives of this summer Institute.

3. Living Accommodations

For a comfortable stay in Wilmington, the LTI staff, through the cooperation of the hotel staff members, provided several important services to the participants -- transportation, meal services and other hotel services. Besides the rigidity of the meal plan and problems with the large group transportation, the services met the needs of most of the participants.

4. Communication and Media

Communication was one of the effective instruments for sharing information and ideas among the staff members and participants. The daily congressional record, the bulletins, were the formal type of communication. The informal communication was gained through informal social activities, informal rap and meal time chatting. Through formal or informal communication, participants built mutual understanding and personal relationships which led to not only the accomplishment of the immediate objectives of this summer Institute, but also the attainment of the long-range goal of N/S-LTI-G/T.

The use of educational media and technology in the direct support of the LTI activities was excellent. Many different kinds of media such as overhead projectors, slides, films, video and audio tapes, had been extensively used in this Institute. Media also played different roles on many occasions as a communication aid, an Institute resource, a facilitator, and an evaluation tool. The use of media had enhanced the effectiveness of the programs of LTI. However, there was a lack of educational media and technology consultation available to the planning team which needs to be improved in the future.

Participants gained precious and valuable experience from attending this Institute. All participants except a very few, were satisfied with the performance of this summer Institute. What had been accomplished in the Institute would surely be communicated throughout the country by these participants.

B. OUTCOME OF THE SECOND SUMMER INSTITUTE

The Second Leadership Training Summer Institute had functioned effectively throughout the entire period. The evaluation of the summer Institute by factor analysis proved its success. There were several important outcomes of the Second Summer LTI.

1. Developing a Written Plan

In this Institute, owing to the abundant resources, consultants, and interaction among participants, every participating team had either initiated or developed a written plan for the gifted and talented which they could not have accomplished elsewhere within such a short period of time. Although some plans might need revision, this written plan had provided a rough guide for the direction in the future.

2. Familiarity With All Kinds of Resources

Through attending this workshop, participants became familiar with all kinds of resources such as the consultants, materials, and information. The accessibility of the first-hand resources was a big contribution of LTI to all participants.

3. Obtaining Education and Knowledge

Participants learned a lot about the gifted and the talented provided by consultants with expertise in different areas of this issue. This concentrated time, place, and resource for learning was a great educational opportunity for all participants.

4. Consensus of Direction for the Gifted Progran

Participants from different geographical areas and backgrounds gathered together to interact and discuss the gifted and talented program. Through this interaction, participants developed mutual consensus about the future direction for the gifted program in individual regions, states or localities.

5. Establishment of Communication Networks

The building of communication networks for participants was initiated in the Institute through the publication of the bulletins and other formal or informal communication.

6. Building Working and Personal Relationships

Because of this Institute, participants had the chance to meet people from different backgrounds working for the same goal. They had developed a working and personal relationship as well which would facilitate their future cooperation.

7. Opportunity to See Other States' Situation

The attendance of many teams offered a great opportunity for participants to see what other states, districts, and regions were doing, to talk about their problems, to compare their similarities and differences and to find out where their own state stands with regard to gifted education. This valuable information enabled each team to find its own appropriate direction.

8. Forming Follow-up Strategies

The follow-up strategies were formed through the cooperation of the participants in the Institute. The most important follow-up services which participants indicated that they wished LTI to provide for them, their community and school, and the State Department of Education, were consultant services, provision of information and materials, and establishment of communication networks. Owing to the collective consensus of the appropriate follow-up strategies, these strategies which had met the needs of the participants would have functioned effectively.

9. Motivation and Reinforcement

For those who were not familiar with the programs for the Gifted and Talented, this Institute stimulated them to pay attention to this program and assist the future development of this program. For those who were in the field, this Institute promoted their morale and reinforced their beliefs in the education of the gifted and talented.

The outcome of the second summer LTI was manifold. It had proved that the Institute had not only accomplished the three major objectives set for this workshop, but also developed several important consequences, such as the establishment of communication networks, building working and personal relationships, consensus of direction for the gifted, etc. These outgrowths had heightened the effectiveness of the summer Institute.

C. RECOMMENDATIONS FOR NEXT SUMMER'S INSTITUTE AND THE ACCOMPLISHMENT OF THE ON-GOING OBJECTIVES

1. Immediate Follow-Up Activities

After the completion of the Second Summer Leadership Training Institute, some important follow-up activities have to be taken to achieve immediate feedback from participants.

a. Follow-Up Questionnaires

A follow-up questionnaire which should be sent to every participant can both investigate the information dissemination in the second summer LTI which is still applicable to their actual situation, and also obtain the kind of information most needed in the future regional LTI workshop.

b. Organizing Regional LTI Workshops

Regional LTI Workshops are suggested as follow-up to the summer workshop and should be held on a weekend basis in a mutually convenient location in the region for people from local areas. LTI could provide consultant services and other resources. The information thereby presented should be more centered on local implementation. The questionnaires mentioned previously would also be designed to provide information regarding specific regional needs and thereby would serve as a workshop planning tool.

2. Recommendations for Next Summer's Institute

The ultimate long-range goals of the summer LTI can be achieved through the improvement of its program. Several areas in the Second Summer Institute need reconsideration prior to the planning of the next Institute.

a. More Directions Needed in the Pre-Planning Period

Information about the objectives of the Institute and other related information should be provided to every participant in the pre-planning period. Strengthened communication and more instruction to the team members are necessary for future planning.

b. Flexibility of Schedule

In the schedule, the provision of an appropriate unstructured daily time is necessary for stimulating ideas and materials, individual study, individual or small group discussion, and discussions with consultants.

More time is needed in the schedule for team reaction to its own written plan as well as other teams' written plans. However, the variety in matching teams is necessary.

c. More Practical Information Input

More practical information about techniques for initiating and implementing of the state program, curriculum plans, teachers' training, legislation and early identification of gifted and talented is required. Basic, essential information is necessary, but some participants found certain kinds of trivial information to be redundant. A brief outline of the session handed out previously will also promote the outcome of that session.

d. Accessibility and Use of Consultants

Assigning a fixed place in a certain time to each consultant will increase the accessibility of the consultants. More problem-solving information directed toward the need of the participants is desired.

It is suggested that a core group of consultants with varying experiences, be utilized over an extended period of time. It is hoped that these consultants would remain at the summer Institute during its entire length. This would present these advantages to the LTI: first, a more extended evaluation of consultant usefulness is possible; second, a smaller number of consultants is required; and third, consultants who are knowledgeable in various areas must be used.

e. Less Large Group Lecturing

Although large group information input is inevitable, it is desired in order to decrease the number of presentations. If possible, the large group lecture should be transferred into medium-sized group lectures or small group discussions for promoting group interaction.

f. Appropriate Usage of Resources

The abundant resources will need the accompanying appropriate time to use it. In order to use the resources effectively, an appropriate time should be designated for participants to be accessible to these facilities.

g. Invitation of Various Participants at a Convenient Time

Participants from various backgrounds aided in the accomplishment and implementation of LTI's objectives. Therefore, the invitation to these participants is necessary for next summer's Institute. Usually, the best time chosen for holding this workshop is the time that does not conflict with their district's schedules so participants will be able to attend the Institute.

h. More Informal Social Activities

Informal social activities will enhance the mutual understanding of participants. Formal sessions should be ended before the evening so more time could be devoted to group recreation and activities. There are many ways to work with each other beyond cognitive experiences.

3. Recommendations for Follow-Up Activities for the Accomplishment of the On-Going LTI Objectives

For accomplishing the on-going objectives of the LTI, follow-up activities and services are necessary. These follow-up services would help participants to get their plans implemented faster as well as to develop more effective gifted and talented programs on the local and state educational level.

a. Follow-up Services to Participants

The most needed follow-up services to participants included:

- provision of information about successful program methods, curriculum models or development, teachers' training, and other current information;
- consultants for in-service or teacher training;
- programs for all educational action;
- feedback on Federal legislation and steps to accomplish;
- copies of the written plan developed at LTI;
- establishing communication networks; and
- a complete list of the names and addresses of all participants who attended the second LTI.

b. Follow-Up Services to Participants' School and Community

- provision of information about LTI and other related current information;
- publicizing gifted and talented programs through different media and provoking the awareness and support of school and community;

- consultants for in-service training for all educators and teacher training;
- providing such materials as films, brochures, and research findings; and
- models for innovation in curriculum.

c. Follow-Up Services to the State Department of Education

- developing a statewide LTI and workshop;
- information about research findings to encourage positive support;
- consultants for in-service training;
- establishing a State Department of Education full-time director;
- financial support; and
- communication and constant encouragement to regional directors, state superintendents, etc.

Consultant services, provision of current information and research findings, provision of materials, establishment of communication networks were most important follow-up services which LTI could render to the participants, their school and community, and the State Department of Education in order to achieve the on-going objectives of LTI.

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE
ON THE GIFTED AND TALENTED

QUESTIONNAIRE
ANALYSIS

PARTICIPANT RESPONSE

CALIFORNIA
MARYLAND
NEBRASKA

July 1974

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INTRODUCTION

This report is based upon two questionnaires that were developed by the Leadership Training Institute (LTI) and given to participants in conferences held in San Diego, California, Columbia, Maryland and Omaha, Nebraska. Those participating in these conferences included representatives of State Education Departments, representatives of local school districts, and parents.

These conferences were part of the LTI project which is aimed to develop a team "trained to administer programs for gifted and talented youth" for each participating State. The three basic purposes are: 1) To build a communications network among State officials, Regional Offices of Education, and gifted and talented offices; 2) To plan and conduct leadership training institutes and follow-up for the development of State programs; and 3) To produce materials and provide limited technical assistance.

These conferences were part of the LTI's national/state training sessions, but differed in one significant area. Both the San Diego and Maryland conference were directed toward involving parents in local educational program planning for the talented and gifted students. As such, these conferences projected a team concept whereby parents were team members along with educators and assisted in talented and gifted programmatic designs for local communities. This concept was an effort to move from a state to a local planning level in the development of talented and gifted programs. Since the purpose of these conferences was identical, the same questionnaire was given to each conference participant.

The Omaha conference had a different focus; it was a follow-up to the Summer 1973 LTI Institute and as such, only included those state and local educators who had attended. The questionnaire; therefore, differed from the one given in the other conferences.

The purpose of these questionnaires was to assist the LTI to increase its ability to assist states in furthering their efforts on behalf of their talented and gifted students. Specifically, these questionnaires sought to determine: what needs the clients have; whether the LTI was meeting the needs of its clients; and in what new or continued directions the LTI should move in assisting its clients. Information gained from these questionnaires is expected to help meet the year-round needs of the states and provide an on-going service to these clients.

Taken as an overall average, the questionnaire return rate was 72 percent for the three conferences. This is a significant return figure, and represents a high return rate of 82 percent for both the San Diego and Maryland conferences and a low return rate of 52 percent for the Omaha conference. Most questions were answered and only a few received a limited response. The overall response of all participants regardless as to which meeting attended was highly positive and enthusiastic, as seen in the sections that follow.

For purposes of analysis, the report is divided into five sections. Section I discusses the analysis of the San Diego questionnaires; Section II concerns the analysis of the Maryland questionnaires. The Omaha questionnaires are analyzed in Section III. Section IV combines both the San Diego and Maryland responses to the questionnaire since the same instrument was used and then presents an analysis of the combined data. Since the Omaha questionnaire differed, it could not be combined in the same table, but a comparison is made with some of the responses given by the San Diego and Maryland participants. The last section (Section V) includes the general comments regarding the three conferences and presents a list of recommendations as a result of analyzing the responses to each of the questionnaires.

SECTION I

PARTICIPANT REACTION

SAN DIEGO CONFERENCE

SECTION I

PARTICIPANT REACTION TO THE SAN DIEGO CONFERENCE

INTRODUCTION

The following is a summary of responses to questionnaires given to seventy-five participants of the san Diego LTI Conference held April 27-28, 1974. Participants in this conference included state and local educators as well as parents because this conference was directed toward the involvement of parents in local educational planning efforts in the development of talented and gifted programs.

This questionnaire was relatively short involving only six questions, with two questions closed-ended and the remaining four open-ended. The open-ended questions allowed the respondents to give more than one answer to each question. This means that in some instances the total number of respondents and total number of responses may appear to be larger than the number of returned questionnaires.

Looking at Table I, several features are noted. First, there were 54 questionnaires returned out of a total of 74, an 82 percent return rate. Secondly, there are more responses to Question #1 than the number of returned questionnaires, since it elicited more than one answer from a number of respondents.

All answers have been divided into four categories: the number of participants who responded with a given answer;

the percentage of respondents who gave various answers; the number of responses to each question; and the percentage of these responses.

FINDINGS

1. What Were The Most Helpful Parts of The Conference?

Looking at Question #1 on Table I, 14 persons stated that they felt the most helpful part of the conference was the time spent working with their own team. Such terms were used as "interaction," "talking together as a team," and "team rap sessions." These responses seem to indicate that these groups served as both working and planning sessions which included the sharing of information and a forum in which ideas were discussed by the team members. Twelve participants, or 26 percent of those who answered this question, felt that problem identification and problem solving sessions were the most helpful. Communication with the consultants was reported as being the most helpful by nine of the participants, while communication with conference participants was reported as being the most helpful by seven persons. If one were to combine the number of persons who replied with "a," "c," and "d," the new category of communication would be formed. The total number of persons who stated that communication was the most helpful would be more than 50 percent of those who responded to this question.

Clearly, this is an area in which such conferences can

TABLE I

SAN DIEGO PARTICIPANT RESPONSES

N = 54*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
1. What were the most helpful part(s) of the conference?				
a) Working with own team	14	25	25	36
b) Problem identification and problem solving	12	22	16	23
c) Communicating with consultants	9	16	12	17
d) Communicating with participants	7	12	8	11
e) Developing programs	4	07	7	10
Total	46		68	97
2. What were the least helpful part(s) of the conference?				
a) Evening and Sunday scheduling of sessions	7	12	10	50
b) Some presentations	5	09	7	35
c) Problem solving, brainstorming, prioritizing	3	05	3	15
Total	15		20	100
3. What parts of the conference would you change?				
a) Scheduled meeting times	10	18	13	44
b) More specific information	5	09	5	17
c) More time	4	07	4	13
d) The number of participants	4	07	4	13
e) Group structure	3	05	3	10
Total	26		29	97

---

*Return Rate = 82 percent.

TABLE I - continued

SAN DIEGO PARTICIPANT RESPONSES
N = 54*

	Yes #	Yes %	No #	No %	Total #
4. a) Were your conference objectives met?	38	70	6	11	44
b) Did you listen to the tape and read the pre-conference materials before you arrived?	11	20	31	57	42
c) Did you have ample time to talk with other members of your team while you were at the conference?	48	88	3	05	51
d) Were the resource people well informed?	41	75	1	01	42
e) Was the conference well organized?	46	85	1	01	47

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
5. Compared with other educational workshops, how would you rate this one?				
a) Fine	21	41	21	37
b) Adequate	17	31	17	30
c) Fair	6	11	16	28
d) Poor	1	01	1	01
e) Terrible	1	01	1	01
Total	46		56	97

---

*Return Rate = 82 percent.

TABLE I - continued

SAN DIEGO PARTICIPANT RESPONSES
N = 54*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
6. What other suggestions do you have for future conferences?				
a) The inclusion of staff personnel, teachers and/or students	9	16	10	33
b) More of this type of workshop	5	09	5	16
c) More information	4	07	5	16
d) More pre-conference communication and information	3	05	6	20
e) More material at the conference	3	05	4	13
Total	24		30	98

*Return Rate - 82 Percent.

be of service to the participants. Structured sessions could become both a learning and working environment for State teams. The giving and sharing of information, as witnessed by the three responses mentioned, appear to be an agreed upon need by most of those who answered this question.

2. What Were The Least Helpful Parts Of The Conference?

Question #2 was answered by the least number of participants. This may either be an indication that this question could not be answered because either the conference experiences were positive for a majority of the participants or the question held little interest for the participants. Almost half of those who answered this question (seven persons) stated that the evening and Sunday scheduling of the sessions were the least helpful. This response is identical to the one given in Question #3 regarding the part(s) of the conference that the participants would like to change. In general, the same persons may have given each answer because the number of respondents for each is almost identical. In Question #2 seven persons favored this and in Question #3 ten persons gave this answer. Both responses received almost half of the total number of responses given in the two questions. Such a high number of responses may be indicative of the intensity of this belief. If sessions are scheduled at inappropriate times for the conference participants, this often has a negative carry over into the other sessions. Note typical responses to Question #3 included:

"everyone seemed tired," films were too late," "please, no after dinner sessions," and "no Sunday session."

Five persons in Question #2 felt that some presentations were the least helpful, but did not state which sessions these were. From their comments, it appears that they wanted specific ideas about programs or wanted to know what had worked in other states in hopes that it could be modified and used in their own state. "Not enough practical application" was given by one participant for his feelings about some of the sessions. Again, this belief was presented by five participants in Question #3. It would appear that they would alter the conference content by providing more specific information.

3. What Parts Of The Conference Would You Change?

Other participants' responses to Question #3 indicate: the desire for additional time in workshops; the number of participants should have been more; and did not like how the groups were structured. The statements regarding the number of participants and the need to have additional time in the groups were positive comments, since they indicated that others should have shared these experiences and also indicated that the groups were helpful. The comments regarding group structure were concerned with the felt need to "establish working groups" as opposed to discussion groups and to change the composition of the groups. One participant stated: "Don't separate vets from novice, we don"t have the background to stimulate thinking." This comment illustrates the willingness of at least one participant to learn from others and the wish to obtain useful information.

It would appear that less learning than possible or desired was taking place in these groups because most of the group members were functioning on similar levels of inexperience. Such a group can become frustrating to those who are there to get answers or suggestions. Members of this type of group may only see their role in a limited capacity and therefore are not stimulated or encouraged to expand their thinking.

4. Reactions To The Conference.

Participant reactions to the conference in terms of their individual needs were given to Question #4. Items included were participant objectives, pre-conference materials, team communication, the resource persons used, and conference organization. On the whole, responses were positive. These respondents (38) felt that their objectives were met as far as the conference was concerned and 48 felt that they had ample time to talk with other members of their team while they were at the conference. This feeling of communication was expressed in Question #1 and discussed earlier. A majority of the conference participants (75 percent and 85 percent respectively) felt that the resource people were well informed and that the conference was well organized. These responses seem to be in conflict with statements made in earlier questions with regard to the conference's organization. Statements made in Questions #2 and #3 present a negative picture of scheduling with regard to evening and Sunday sessions. Another statement was made concerning the lack of time in some sessions. Although the number of persons who gave these answers was 22, only one person in Question #4 stated that the conference was poorly organized. This may mean that most people felt that the conference was well organized on the whole, even though there were particular areas which were perceived to need improvement.

What is immediately noticeable is the large number of negative responses to "b" in this question. Thirty-one, or 57 percent of the participants who returned the questionnaire, stated that they did not listen or read pre-conference materials before they arrived. Those who presented a reason for this stated that they did not receive such information. This is a very important point to consider because a majority of the participants are either not receiving this material or they are not reading it. If the material is not being sent on time, this can be corrected; however, if people are not reading the material other methods must be found either to make the material more attractive or the importance of it must be stressed to the participants. Whatever the reason, 51 percent of those who returned this questionnaire had not read the material.

5. Compared With Other Educational Conferences How Would You Rate This One?

Generally, a majority of the participants (38 persons or 72 percent in response "a" and "b") who returned the questionnaire felt positive about their experiences at this conference. They felt that the conference was either fine or adequate when compared with their experiences in other educational workshops. Six of the eight other responses in Question #5 rated the conference as fair. Therefore, it can be assumed that these responses were in line with the positive nature of the responses in Questions #1 and #4.

6. What Suggestions Do You Have For Future Conferences?

With regard to future conferences, nine participants felt that there should be greater participation of students, school personnel and teachers of the Talented and Gifted. The need to include others was given in Question #3 as a needed change in the group structure. The inclusion of variety of participants, as suggested, might not only stimulate the discussions in the learning sessions, but would also include people involved in Gifted and Talented programs who have not been involved in these conferences before.

RECOMMENDATIONS

Based on the responses given, the following recommendations are submitted:

1. A re-scheduling of evening and Sunday sessions should occur wherever possible. If this is not realistic, an attempt should be made to schedule sessions which include group interaction in order to counteract fatigue. Such a negative feeling may reduce the number of participants in the evening and Sunday sessions.
2. An attempt should be made to inform all conference participants of conference topics prior to the conferences and request suggestions by a given date. This would help ensure that the material presented will be in line with the participant's needs.
3. More specific types of information could be presented such as the sharing of programs that worked and the reasons why. This would not only keep the participants informed, but would serve to generate programmatic ideas.
4. Since problem identification was both liked and disliked, these techniques could be used to show how a plan would be developed. Such a plan would then be developed by the participants. This is an attempt to become specific as some participants wanted and also this provides a theoretical framework for others.

5. Pre-conference materials should be mailed to the participants well before the conference. Methods must be devised to find out why many of the participants are not reading these materials. Late registration may be the reason for the pre-conference materials not being sent. They should be available at the conference.
6. In addition, more materials should be given to the participants during the conference.
7. Additional persons such as teachers and students should be included as among the conference participants. Their reactions and experiences would be helpful to all involved in planning educational programs.

SECTION II

PARTICIPANT REACTION

MARYLAND CONFERENCE

SECTION II

PARTICIPANT REACTION TO THE MARYLAND CONFERENCE

INTRODUCTION

The following responses were given by participants in a Prent Administration Board Conference held in Columbia, Maryland on March 2-3, 1974. Participants in this conference included state and local educators as well as parents because this conference was directed toward the involvement of parents in local educational planning efforts in the development of talented and gifted programs. Each participant was given a questionnaire to fill out and said questionnaire was returned to the conference planners.

These questionnaires contained six items which related to the participant's conference experience. Four of the questions were open-ended questions in which the participant was free to give a number of answers and responses. The other two questions were closed-ended and as such asked for either a yes or no answer or presented the participant with a choice of several items. The number of responses to an open-ended question appears to be more than the number of returned questionnaires when one initially looks at the Table. This is misleading because the number of responses one may give to these questions is unlimited and thus the total number of responses under these circumstances could be greater than the number of returned questionnaires from respondents.

Since the total number of participants in this conference was 56, the 46 returned questionnaires represents a return rate of 82 percent. Since the return rate is substantial, it will be assumed that a majority of the responses, when greater than the possible total of the 18 percent not responding, represent the feelings of all workshop participants.

FINDINGS

1. What Were The Most Helpful Parts of The Conference?

Looking at Table II, the number of responses to Question #1 is greater than the number of conference participants. The explanation in the previous paragraph revealed the reason for same. Since the participants gave more than one answer, each of their answers were counted in the total. What is revealing is the large number of responses indicating that the consultants were helpful. The 28 people who gave this answer comprised 60 percent of those who returned the questionnaire and as such represent a majority of the participants. Such a large response gives a strong indication of the positive feelings toward the consultants' presentations and that the consultants were able to provide participants with useful information and ideas. The other responses to this question were almost equally divided as to the usefulness of the problem solving strategies -- program planning; interaction among various school districts; and the opportunity to become better acquainted with their own team members. The percent of respondents to these items

TABLE II

MARYLAND PARTICIPANT RESPONSES
N = 46*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
1. What were the most helpful part(s) of the conference?				
a) Consultants were very helpful	28	60	31	46
b) Interaction between school districts	12	26	14	20
c) Problem solving strategies & program planning	12	26	12	17
d) Opportunity to get acquainted with own team members	9	19	10	14
Total	61		67	97
2. What were the least helpful part(s) of the conference?				
a) Large group meeting held Saturday night	7	15	7	25
b) Beginning sessions were too short	6	13	7	25
c) Not enough time for each session (time problem)	5	10	6	22
d) Too many small meetings	3	6	4	14
e) Lack of pre-conference material	3	6	3	11
Total	24		27	97
3. What parts of the conference would you change?				
a) Increase time allowed for each session	15	32	17	54
b) Saturday evening session should have been longer or given at a different time	4	8	4	12
c) Bibliographic list should have been given	4	8	5	16
d) More time for specialists & consultants to discuss program	4	8	5	16
Total	27		31	98

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*Return Rate = 82 percent.

TABLE II - continued

MARYLAND PARTICIPANT RESPONSES
N = 46*

	Yes		No		Total
	#	%	#	%	#
4. a) Were your conference objectives met?	41	89	-	-	41
b) Did you listen to the tape and read the pre-conference materials before you arrived	3	06	40	86	43
c) Did you have ample time to talk with other members of your team while you were at the conference?	42	91	4	08	46
d) Were the resource people well informed?	45	97	-	-	45
e) Was the conference well organized?	42	91	1	02	43

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
5. Compared with other educational workshops, how would you rate this one?				
a) Fine	28	60	28	66
b) Adequate	11	23	11	26
c) Fair	1	02	1	02
d) Poor	1	02	1	02
e) Terrible	1	02	1	02
Total	42		42	98

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*Return Rate = 82 percent.

TABLE II - continued

MARYLAND PARTICIPANT RESPONSES
N = 46*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
6. What other suggestions do you have for future conferences?				
a) Material should be given to participants in advance; also a bibliographic list	8	17	8	26
b) More time for topic presentation	8	17	9	30
c) More work within teams	4	08	4	13
d) More opportunity to work with consultants	4	08	5	16
e) Include a teacher in the team	2	04	2	6
Total	28		30	98

*Return Rate = 82 percent.

was 2 percent, 26 percent and 19 percent respectively. These figures may not be a significant as response "a" in terms of numbers, but they do provide some insight into the thinking of 33 participants. Both responses "a" and "d" could be classified into a new category -- communication," with two sub-sections or parts: communication between school districts, and communication with one's own team members. If this were done, this part of the conference would rate second to response "b." This would mean that problem solving and program planning would become a third category. Therefore these participants favored the sessions dealing with specific kinds of information as being their first and third choices and rated as second the sessions which provided a more "human-to-human" kind of interaction.

2. What Were The Least Helpful Parts of The Conference?

In Question #2, 15 percent of the participants who returned their questionnaire stated that they felt the large group meeting held on Saturday evening was the least useful. Although this response only represents 15 percent of those who returned this questionnaire, it is significant to note that all seven people gave this specific answer. The percentage of people who gave this response becomes more significant (29 percent) when compared with the total number of people (24) who answered this question. This indicates a strong negative reaction to this particular session.

Although it is clear that these individuals did not like this session, the reason for their responses is not clear. The time this session was held could have been a negative factor, or the particular subject matter could have been the reason.

A lack of time for the sessions, whether it was the beginning session or subsequent sessions, seemed to be another negative factor during the conference. Thirteen percent of the participants who returned their questionnaire felt that the beginning session was too short and 10 percent felt that there was not enough time for the sessions in general. This could be interpreted as meaning that the sessions were interesting although frustrating because there was not sufficient time for the participants to gain the information that they wanted. If both responses "b" and "c" were grouped into one response related to the lack of time for sessions, this then becomes a new category which had the largest number of respondents.

3. What Parts of The Conference Would You Change?

With regard to changing parts of the conference, Question #3, 15 people, or 32 percent of those who returned their questionnaire, stated that they wanted to increase the time allowed for each session. This may not appear to be a large number of respondents, but when compared with the number of respondents to the other answers, it becomes more than three times greater. This factor alone indicates the importance of this feeling. This response was consistent with responses "b" and "c" of Question #2, which stated that the lack of time was a negative factor. Another response which appeared in Question #2 was response "b" which concerned the Saturday evening session, except in this instance four persons felt that this session should have been longer or given at another time. As was stated earlier, the time factor may have accounted for the number of negative responses toward this session.

With regard to responses "c" and "d," the same number of persons (four) felt that additional time should be allowed for consultants and that a bibliographic list should have been given. Although the question of time appears again, as it did in Question #2, it is difficult to know whether these participants wanted more time with consultants in small sessions or in individual situations. The specifics of this request are missing, but it is clear that scheduled participant time with consultants should have been more readily available. Regarding the bibliographic list, this response may relate to the felt need of a lack of pre-conference materials. Such materials could have included a bibliography.

4. Reactions To The Conference

Generally, responses to Question #4 were extremely positive in that 41 persons (89 percent) stated that their objectives in attending the conference were met. Forty-two persons stated that they had ample time to talk with their team members. This response was consistent with response "d" which was given in Question #1; 42 persons (91 percent) stated that they thought that the resource people were well informed. Again this response was consistent with response "b" in Question #1. What is also interesting is the fact that both responses in both questions received the greatest number of responses which indicates that almost all those who returned the questionnaire were in agreement with the positive contributions that the consultants made to the conference. Forty-two persons (91 percent) stated that they felt the conference was well organized. This response does not conform to the pattern of the previous responses in that it does not confirm statements made to other questions. In fact, this statement is diametrically opposed to other statements made in Question #2 and Question #3. Responses "a," "b," "c," "d" in Question #2 and responses "a," "b" and "d" in Question #3 relate to the lack of organization with regard to the planning of various session lengths and the time one particular session was scheduled.

Although most of the responses to this question were positive, one response, "b," stands alone in the negative column. This response concerns the use of pre-conference materials by the participants. An overwhelming number, 40 or 86 percent of those who returned their questionnaire, stated that they did not listen to the tape or read preconference materials before they arrived. Explanations ranged from "I didn't receive them," "they arrived too late," and "they didn't come in time." These participant quotes cannot be taken as being truly representative of the large negative response to this question because they were the only ones expressed. It also appears that some pre-conference materials could not be sent out in time due to the lateness of participant registration. Since no other reasons were given it was difficult to determine why these materials were not read by a majority of these persons. Reasons could vary as the number of respondents, but it is clear that a majority of the conference participants did not read these materials.

5. Compared With Other Educational Workshops, How Would You Rate This One?

Consistent with the general positive nature of the responses to Question #4, a majority (39) of those who returned their questionnaires felt that this conference was either fine (60 percent) or adequate (23 percent) when compared with other educational workshops. This indicates that these participants left the conference with some positive feelings about their experiences and the information that they obtained. In general, these responses indicate that the conference was well received by the participants.

6. What Other Suggestions Do You Have For Future Conferences?

With regard to future conferences or workshops, some participants offered suggestions that have been given in previous questions. Eight persons felt materials should be given to the participants in advance of the conference. This was stated as a conference weakness in Question #2 and as a need change in Question #3. The additional time for topic presentation and sessions was stated by eight persons also. Both Questions #2 and #3 had this response. The remaining responses concerned additional time to work with consultants, additional time to work with team members, additional planning and programming skills, and the inclusion of teachers as conference participants. It can be seen that these comments, for the most part, have been stated in the previous questions and thus the persons who responded to this question have been fairly consistent in their insights and feelings with others who responded to the previous questions.

RECOMMENDATIONS

The following recommendations are offered:

1. Participant time spent in sessions should be increased. Some sessions may be combined or other choices offered.
2. Some sessions should be rescheduled if possible, such as the Saturday evening session. Negative reactions may reduce the number of participants in these sessions.

3. Extend the beginning session. Many participants felt that it was too short.
4. Change the number of small meetings. Some small meetings may be combined in a larger session, which would encompass several topics even if it lasted longer. This would reduce the number of meetings and, hopefully, provide sufficient time in the evening for the digestion of what went on during the day and for greater interaction with fellow participants.
5. Pre-conference materials should be distributed amply before the conference or at the conference. Such materials could serve as an inducement to conference attendance and participation.
6. If materials are reaching perspective conference participants, methods must be found to induce people to read them. This could range from more attractive packaging to unique explanations.
7. Scheduled unstructured time in which conference participants interact with each other and with their respective team members should remain and be encouraged.
8. Problem solving sessions should remain and possibly become part of the scheduled "interaction" times. These times could be utilized as learning situations.
9. Information regarding conference topics should be distributed prior to the conference for participant reaction

and suggestions. This would keep the conference more in line with participant needs. This should be done in cases of late registrants and even non-registrants, since one objective is to communicate and convey information about happenings in the area of the Gifted and Talented.

10. The use of consultants should be retained and expanded to conform to the needs of the participants. It may become necessary to request the consultants to remain for a longer period of time at the conference in order for all participants to meet with them.

SECTION III

PARTICIPANT REACTION

OMAHA CONFERENCE

SECTION III

PARTICIPANT REACTION TO THE OMAHA CONFERENCE

INTRODUCTION

Post-meeting reaction sheets were distributed by the National/State Leadership Training Institute for the Gifted and the Talented to participants at the Omaha Mid-Year Conference held February 20-23, 1974. This conference was a follow-up to the Summer Leadership Training Institute and as such included only those local and state educators who attended the Institute. All the participants who completed the questionnaires were interested in programs for gifted and talented students. The participants seemed very willing to answer the questions and eager to give and receive suggestions for G/T programs.

All five questions asked pertained to the materials and ideas covered in the meeting. The answers given to these questions provide an indication of how useful and satisfying the meeting materials were to the participants. These five questions consisted of four open-ended interrogations which asked the participants to identify the ideas presented which were most or least useful to them, to give suggestions for topics and materials which should be discussed in future meetings, and to give any other comments they felt pertained to the meeting.

The one closed-ended question asked the participants to rate the workshop materials by using a scale of six categories ranging from very satisfied to very dissatisfied.

TABLE III

OMAHA PARTICIPANT RESPONSES
N = 9*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
1. How satisfied were you with the material covered by this meeting?				
a) Very satisfied	3	33	3	33
b) Fairly satisfied	4	44	4	44
c) Slightly more satisfied than dissatisfied	1	11	1	11
d) Slightly more dissatisfied than satisfied	-	-	-	-
e) Fairly dissatisfied	1	11	1	11
f) Very dissatisfied	-	-	-	-
Total	9		9	99
2. What seemed to you to be the most useful idea discussed?				
a) Progress reports should be made available	2	22	2	33
b) Brainstorming sessions	2	22	2	33
c) Ideas expressed by Alabama	2	22	2	33
Total	6		6	99
4. What suggestion do you have for future subject matter or material?				
a) Programs, problem solving, planning	5	55	5	71
b) Follow-up studies	2	22	2	28
Total	7		7	99

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*Return Rate = 52 percent.

TABLE III - continued

OMAHA PARTICIPANT RESPONSES
N = 9*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
5. Please share any other comments.				
a) Could have accomplished more at the meeting	4	44	4	50
b) Conference gave a good feeling	2	22	2	25
c) LTI summer participants' program was helpful and useful	2	22	2	25
Total	8		8	100

*Return Rate = 52 percent.

(See Table III.) This type of question was helpful in finding the percentage of participants who were satisfied or dissatisfied with the meeting materials.

There seemed to be no preference with regard to the type of question the participants preferred to answer; most participants answered both types of questions. This is shown in the Table; little difference is found between the number of participants who answered the open and closed questions. Both types of questions seemed to encourage the participants to give good complete responses.

There were nine questionnaires returned out of a total of 17. Although nine returned questionnaires would seem to be too small a sample upon which to make generalizations and an assessment of the workshop's accomplishments, this number does represent a 52 percent return rate of the total workshop participants. This means that slightly over half of the Omaha workshop participants completed and returned the reaction sheets for evaluation. The small number of returned questionnaires may indicate either poor questionnaire distribution procedures and collection or negative feelings toward the workshop on the part of its participants. Although these returned questionnaires do not convey the feelings of the total workshop participants, they do give an indication of the thoughts of a majority of them.

FINDINGS

1. How Satisfied Were You With The Material Covered By This Meeting?

Question #1 gives a good indication of how satisfied or dissatisfied these Omaha participants were with the material presented at the conference. These nine responses reveal that almost half (44 percent) of the Omaha participants who responded were only fairly satisfied with the materials presented at the meeting. This indicates that the material was not as useful as it could have been and that it did not meet the needs of these participants.

Although this is a large number of participants to indicate their lack of complete satisfaction with the material presented at the meeting, 33 percent of the participants, or three persons, were very satisfied with the material presented, indicating that some Omaha participants felt the material was helpful and informative. This may mean that the workshop material was either too specific in nature and as such did not provide the needed information for a majority of the participants, or the material was too general to be of assistance to these individuals. This issue is again raised when looking at the responses of two persons, or 22 percent, of the respondents. They either gave negative or neutral reactions to the materials. Looking at the total responses to this question, it can be stated that two persons or 22 percent of those who responded were either undecided or negative regarding the material covered in the workshop. Although these are positive responses given, there is not the feeling that this workshop was not a successful one as judged by these participants.

2. What Seemed To You To Be The Most Useful Idea Discussed?

Question #2 is the first of the remaining four open-ended questions and it was concerned with identifying the most useful ideas discussed at the workshop. The participants' responses to Question #2 were evenly distributed (two participants each) between three categories: progress reports; brainstorming sessions; and the ideas expressed by the Alabama participants. Each category had its own importance for one-third of the participants.

The one-third of the participants felt that progress reports were the most helpful idea discussed at the meeting and emphasized that each member, by knowing the progress of the other members, is an important aid to each participant. If all workshop members were made aware of the progress of the other participants' programs through a series of progress reports, then the information gained may be of service to others who may have similar needs.

The brainstorming session regarding the establishment of priorities made a positive impression on another one-third of the respondents. These participants felt that discussing and debating on problems made the meeting very worthwhile and useful. The ideas discussed in the brainstorming session were helpful to these participants and helped to satisfy their needs. The remaining one-third of the participants were very interested in the ideas expressed by Alabama. These participants felt Alabama's ideas were helpful and useful to the N/S meeting. These reactions give an indication that six persons, or 66 percent of the respondents, found at least one experience helpful and they were evenly divided as to which experience that one was.

3. What Seemed To Be The Least Useful Idea Discussed?

Question #3 is absent from the Table because all nine responses to this question were different in that they could not be placed into answer categories as was possible in the other questions, and individually and collectively gave little if any helpful information. Since this was the case, it was impossible to arrange this question and responses in tabular form although the responses can be discussed. All nine participants had different views as to which of the idea(s) discussed were the least useful in the meeting. Each participant's ideas ranged from Alabama's presentation as being the least useful to the brainstorming sessions and follow-up stories as being the least useful ideas discussed. An interesting aspect was that all of the ideas mentioned in Question #2 which asked for the most useful ideas discussed, were mentioned in Question #3 as being the least useful ideas by at least one of the participants. Examples such as: Alabama's presentation, the brainstorming session, and follow-up studies were given. These responses would indicate that one cannot succeed with everyone on the same issue to the same degree.

4. What Suggestion Do You Have For Future Subject Matter Or Material?

Over half (77 percent) of the participants who answered Question #4 suggested that program and problem solving planning should be installed as future subject material for the National/State Leadership Training meetings.

These participants wanted more organization structure for program planning and problem solving. They felt that holding problem solving sessions relating to the concerns of the participants would be a useful tool in the future for the members of the N/S Leadership Training Institute. Since such a large number of participants agreed with this idea of more planning and problem solving sessions in future meetings, this idea should be given serious consideration. The remaining participants (22 percent) felt that follow-up studies would be a great improvement in the future meetings because they would enable those participants present to see what actually happened with their suggestions. Both the suggestions of problem solving planning and more follow-up should be enforced since there is evidence that this would improve future National/State Leadership Training meetings.

5. Other Comments

Question #5 shows that half the participants (50 percent) felt the meeting could have accomplished more. These participants felt the meeting could have been more task-oriented and should have been more concerned with solving pressing problems. The discussion did not seem to get down to the major problems and solutions that the participants had. The remaining half of the participants were divided equally between the positive feeling that this conference gave them and the LTI program of last summer. Some participants felt happy with the accomplishments of this meeting; others were interested in the plans for the up-coming summer LTI.

On the whole, the meeting seemed to be helpful to the Omaha participants. The majority of the participants felt that they could have gotten more information from the material but most participants were at least somewhat satisfied with the material covered in the meeting.

The use of progress reports and additional program and planning sessions as suggested by the participants is an indication that these items should be used more in future meetings. Participants felt that the inclusion of these topics would be an improvement in the workshop and would be very informative to the participants.

RECOMMENDATIONS

1. Send each conference member a pre-meeting material selection sheet well in advance of the workshop. This will enable all the members to give their suggestions for the topics to be covered at the meeting and ensure that the conference will answer the needs of the participants.
2. If possible, use direct interviewing and/or observations of each district's N/S program in order to identify the major problem areas. Then discuss these problems at the meeting.
3. Make progress reports more available to the N/S members.
4. Organize more meeting discussion groups which would encourage brainstorming sessions. This can be done by inviting speakers who would encourage discussion and would lead the participants into brainstorming discussions. Also by selecting topics which would provide fuel for discussion.
5. Have more program and problem solving planning sessions in the workshop. Prior to the meeting plan to discuss programs which have been successful in meeting student needs.
6. Conduct follow-up studies of the programs discussed in the workshop. This will enable the participants to know what happened to the plans developed at the workshop.

7. Have all members complete and return their reaction questionnaires. This can be done by asking for the return of the reaction questionnaires before the members leave the workshop or their individual sessions. Such a low return rate cannot represent most of the participants.

A major shortcoming for the purpose of analysis was the small number of returned questionnaires. Only 52 percent of the questionnaires were returned. If there would have been two less questionnaires returned we would not have had the majority represented. This small sample of 52 percent, although it represents the majority of the participants who responded, may not represent the feelings of all the members present at the meeting. The 48 percent who were not represented by the questionnaires may have had opposite views than the 52 percent who were represented. Since almost the same number of participants responded as did not respond, the conclusion drawn from the 52 percent who responded cannot be taken as fact.

This meeting had many successful areas, but if all the factors mentioned above are taken into consideration when planning future meetings they would be more successful.

SECTION IV

AN OVERALL ANALYSIS

SECTION IV

AN OVERALL ANALYSIS

INTRODUCTION

The following report is a compilation of participant responses in conferences held in San Diego, California, Columbia, Maryland, and Omaha, Nebraska. These conferences were part of the Leadership Training Institute's national state training sessions, but differed in one significant area. Both the conferences held in California and the one held in Maryland were directed toward the involvement of parents in local educational planning efforts in the development of talented and gifted programs. And as such both conferences included parents, local, and state educational personnel as participants.

This projected team concept represented an effort to go beyond the regular educational procedures whereby school officials developed educational programs for children without the input of concerned non-educators. Not only were these conferences attempts to incorporate parents into educational planning for the talented and gifted, but they projected an effort to move from a state to a local planning level in local taleated and gifted programs. The content was to increase the level of communication through the exchange of information leading to cooperation, and to provide an atmosphere for the involvment of parents in the LTI program for talented and gifted children.

The Omaha Conference had a different focus; it was a follow-up to the Summer 1973 LTI Institute and as such included only those local and state educators who attended the Institute. Therefore the scope and purpose of this conference differed from the other two and will be analysed separately. It is included in this report because some of the participant responses give indications of their feelings to the information presented and their experiences at the conference. This particular conference was entitled "A Mid-Year Conference."

The analysis of the questionnaires distributed to the California and Maryland Conference participants will be discussed initially and the responses to the Nebraska Conference will be compared with the findings of the above conferences.

PARTICIPANT RESPONSES-SAN DIEGO AND MARYLAND

The combined responses to the San Diego and Maryland Conferences are noted in Table IV along with the number of responses to the questions. The returned questionnaires represent a 76 percent return rate of all participants in both conferences. In other words, these responses represent the thinking of a majority of the participants in both conferences. In one particular instance, question 1, the number of respondents and the number of responses seems to be greater than the number of returned questionnaires. This requires an explanation; any number of responses could have been given to this question since it was an open-ended question and as such called for the participant to answer it any way he/she chose, including submitting multiple answers. There were only two questions which were closed-ended, Question 4 and Question 5. These questions gave the respondent a specific number of choices in which to make a selection and as such gave closure to the answer. Once again, each question will be analyzed separately combining the responses from the two conferences. Once again, each question will be analyzed separately, combining the responses from the two conferences.

FINDINGS

1. What Were The Most Helpful Part(s) of The Conference?

Several features require comment in Question 1. This received the most number of responses (135) of all the questions asked. This gives an indication of the importance of this item to the respondents. More than one third of the responses, 37 percent, indicated that the consultants were very useful, as can be seen in Tables I and II. In Table II this particular response received over twice as many persons giving it as did any other response in question 1 on the Maryland Questionnaire. (See Table II.) However, there were only 9 persons who gavie this response in the San Diego questionnaire on this question (See Table I). This seems to indicate

TABLE IV

COMBINED PARTICIPANT REACTION TO THE SAN DIEGO AND MARYLAND CONFERENCES
N = 100

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
1. What were the most helpful part(s) of the conference?				
a) Consultants were very useful	37	37	43	32
b) Problem solving strategies & program planning	24	24	28	21
c) Working with own team	23	23	35	26
d) Interaction between school districts, participants	19	19	22	16
e) Developing Programs	4	4	7	5
Total	107		135	100
2. What were the least helpful part(s) of the conference?				
a) Evening and/or Sunday sessions	14	14	17	36
b) Beginning sessions were too short	6	6	7	15
c) Not enough time for each session	5	5	6	13
d) Some presentations	5	5	7	15
e) Too many small meetings	3	3	4	9
f) Problem solving, brainstorming, prioritizing	3	3	3	6
g) Lack of pre-conference material	3	3	3	6
Total	39		47	100

TABLE IV - continued

COMBINED PARTICIPANT REACTION TO THE SAN DIEGO AND MARYLAND CONFERENCES
N = 100

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
3. What parts of the conference would you change?				
a) Increased time allowed for each session	15	15	17	28
b) Scheduled meeting times	14	14	17	28
c) More specific information	5	5	5	8
d) Saturday evening session should have been longer or given at a different time.	4	4	4	7
e) Bibliographic list should have been given	4	4	5	8
f) More time for specialists and consultants to discuss program	4	4	5	8
g) The number of participants	4	4	4	7
h) Group Structure	3	3	3	5
Total	53		60	99

TABLE IV - continued

COMBINED PARTICIPANT REACTION TO THE
SAN DIEGO AND MARYLAND CONFERENCES
N = 100

	Yes		No		Total
	#	%	#	%	#
4. a) Were your conference objectives met?	79	79	6	06	85
b) Did you listen to the tape and read the pre-conference materials before you arrived?	14	14	71	71	85
c) Did you have ample time to talk with other members of your team while you were at the conference?	90	90	7	07	97
d) Were the resource people well informed?	86	86	1	01	87
e) Was the conference well organized?	88	88	2	02	90

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
5. Compared with other educational workshops, how would you rate this one?				
a) Fine	49	49	49	55
b) Adequate	28	28	28	31
c) Fair	7	07	7	07
d) Poor	2	02	2	02
e) Terrible	2	02	2	02
Total	88		88	97

TABLE IV - continued

COMBINED PARTICIPANT REACTION TO THE SAN DIEGO AND MARYLAND CONFERENCES

N = 100

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
6. What other suggestions do you have for future conferences?				
a) Pre-conference and conference materials	14	14	18	31
b) The inclusion of school staff, teachers and students	11	11	12	20
c) More time for topic presentation	8	8	9	16
d) More of this type of workshop	5	5	5	8
e) More information	4	4	5	8
f) More opportunity to work with consultants	4	4	5	8
g) More work with teams	4	4	5	8
Total	50		59	99

a number of possibilities. Either the consultants in the Maryland Conference as opposed to those in the San Diego Conference; gave the participants more of the kinds of information they wanted; the needs of the participants were different; or the consultants were utilized differently in the conference. Although the degree of consultant importance differed in the two conferences, generally the participants in both conferences felt that the consultants (resource persons) were helful and well-informed as was evidenced by the large number of persons giving this response, seventy-five percent in the San Diego Conference and ninety-seven percent in the Maryland Conference. (See Question 4 Tables I and II. Resource people were consultants.)

The second most helpful part in both conferences was the problem solving strategies and program planning sessions. This combined response was given by 24 percent of those responding both questionnaires. (See Table IV) Individually, the percentage of those who responded with this answer was 22 percent in the San Diego Conference and 26 percent in the Maryland Conference. This response was given by almost the same number of people on the questionnaire as the first choice while it was a distant second in the Maryland questionnaire. This indicates the importance of this need to the need participants in both conferences. In the Maryland questionnaire, more than twice as many persons gave the response which concerned the importance of consultants while this response was a third choice in San Diego.

Another statement that was given by almost as many persons as was the problem solving and program planning response in Question 1 was the feeling that working with ones own team was helpful. This same response was given as being the most helpful in the San Diego Conference and rated fourth in the Maryland questionnaire. Such a difference in the importance of this experience indicates that the San Diego participants appreciated and needed the time which was set aside to work with their own team members, while those who answered the Maryland questionnaire did not find this as helpful or needed as the consultants were. This raises some questions regarding conference format, which can not be answered by these questionnaires. Such questions to consider are: Were both conferences structured the same way in terms of subject matter and time utilization?; How was the conference subject matter chosen? Was there structured time during the conference to determine whether the participant's needs were being met? Or did this take place only at the end of the conference?

The statement which received the least amount of combined responses from both conferences in terms of being helpful related to the interaction between various school districts. This answer was given as the fourth choice in question 1 of the San Diego questionnaire (Table I). Although the participants used the words "communication with participants," this statement was taken as being the same or similiar to interaction between school districts and participants. This statement ranked as the second choice as being the most helpful part of the Maryland conference. Evidently the participants in the Maryland conference felt they needed and gained a great deal from this type of exchange. As opposed to those who rated this response fourth in the San Diego Conference. Again this depended on how the conferences were designed or what needs the participants had. The San Diego participants seemed as though they needed to work with their own teams and identifying problems more than working with others. Once can learn from any situation if the proper kinds of stimulation and learning techniques are utilized.

2. What Were The Least Helpful Parts of The Conference?

In question 2, regarding the least helpful parts of both conferences, fourteen people replied that the evening sessions and/or Sunday session were. This response was fairly consistent with the percentage of those giving this answer in the San Diego questionnaire (12 percent), and those giving this answer in the Maryland questionnaire (15 percent). Although these percentages are not high, they do indicate a consistency in the amount of dissatisfaction with the times sessions were scheduled. Statements made by various conference participants related to the fact that people were tired after the dinner meal, seemed bored, and that the Sunday session should not have been scheduled. These feelings were expressed by persons in both conferences. (Note answers to Question 2 for both conferences.) Thus it is assumed that the scheduling of sessions followed the same pattern, e.g. evening and Sunday sessions. The other combined responses, concerning the shortness of the beginning session and a lack of time for other sessions were taken directly from the Maryland questionnaire and related to various aspects of time. Either the initial session or other sessions were too short. This means that the topics discussed either were too many, the time allotted for each was too short, or that the participants wanted to remain in the various sessions longer to receive more of the information they needed. Such was not the case in the San Diego responses as seen in Question 2 of Table I. Here the emphasis was directed toward session content and in-put by some consultants as well as information relating to problem solving, brainstorming, and prioritizing. These statements indicate that the content in these sessions did not meet the needs of a few participants. (9 percent and 5 percent respectively).

3. What Parts of the Conference Would You Change?

With regards to the changing of certain aspects of this conference in the planning of another, the combined responses generally fell within the following areas: time, information, group structure, and the number of participants. By far, the statements relating to time comprised the majority of all those given in this question. This response was given by 37 people (37 percent) of those who returned the questionnaire, thus indicating the importance of this answer.

It should also be noted that the responses related to the general category of time were divided in several subareas: an increase in the time allowed for each session; the changing of scheduled meeting times; the lengthening of the Saturday session or presenting it during a different time; and allowing additional time for specialists and consultants to discuss their programs.

Similar feelings regarding time in terms of when the sessions were scheduled, the length of time for the sessions, and allowing consultants more time in which to discuss their programs and ideas were given in both the San Diego Questionnaire (Table I) and the Maryland Questionnaire (Table II). Although the number and percentage of persons giving these answers differed in the above questionnaire, their intent is clear - time modifications must be made in future conferences.

4. Reactions To The Conference

In question #4, regarding participant response to the conference in the areas of their objectives being met, use of pre-conference materials, time spent with team members, resource people and conference organization, the pattern of positive and negative responses remained similar to those given for this same question in both Table 1 and Table 2. Again, these responses were generally positive except in one instance. Almost eighty percent of those in the combined questionnaire stated that their objectives were met in the conference. Although this was a high percentage, it was not as high as the percentage given in the Maryland questionnaire which reached 89 percent. (Note Table II.) A majority of these respondents (90 percent) felt that they did have ample time to talk with other participants; others (86 percent) felt that the resource people were well informed and that the conference was well organized (88 percent). A majority of these responses was very positive except for question "b" which related to the use of pre-conference materials prior to the beginning of the conference. Here again as in Table 1 and 2, a large number of respondents (71 percent) stated that they did not read these materials. This figure indicates that either these materials were not getting to the participants or that they were not being read. In both instances, the percentage of those who responded negatively to this question was 73 percent in San Diego and 86 percent in Maryland. The figure for San Diego (73 percent) is taken from the total number of persons who answered this question (42).

Thus these figures indicate the large number of persons who are not reading the pre-conference materials. This may also indicate that due to late registration, the materials could not be sent out in time.

5. Compared With Other Educational Workshops, How Would You Rate This One?

In general, when asked to compare this workshop with others, Question 5, almost half of these combined respondents (49 percent) stated that they felt that this one was fine. This belief was expressed by the participants in both the San Diego and Maryland conferences, although more participants in the Maryland Conference in Table 2 (60 percent) felt that their conference was fine compared to 41 percent of the San Diego participants in Table 1, although a slightly lower percentage (31 percent) felt that the conference was adequate. The percentage was much more diverse in the Maryland conference as 23 percent felt that their conference was adequate. Although the combined table shows a generally positive response to both conferences, the individual tables indicate that the Maryland participants felt stronger about their conference than did the San Diego participants. This difference may stem from the fact that these same Maryland participants stated that they thought the consultants were the most helpful to them and this feeling may have carried over to the conference as a whole. The number and percentage of those who gave both responses was the same, 28 and 60 percent respectively.

6. What Other Suggestions Do You Have For Future Conferences?

Regarding participant suggestions for future workshops, Question 6, the responses given were consistent in terms of previous items that had been expressed throughout Table IV, i.e. the inclusion of additional participants in the form of teachers of the gifted and talented students; and the addition of more time for topic presentation. Taken together, these responses comprised 19 percent of those responding to both questionnaires. However, one suggestion that was not expected, received 14 percent of those who returned both questionnaires. These persons stated that they would like more pre-conference as well as conference materials. This seems like an unusual request especially in light of the fact that these pre-conference materials were not read by 71 percent of the respondents. Although this may indicate that a majority of these persons did not receive pre-conference materials and that they would have read them if they did receive them.

INTRODUCTION

Since the questionnaire given to these participants differed from the one given to both the San Diego and Maryland Conference Participants, it was difficult to compare the responses to each questionnaire item by item. What was done however, was a general comparison of the items that were similar.

FINDINGS

As was stated in Section III, the return rate for the Omaha Conference was 52 percent and this was the lowest rate of return for the three conferences. This rate is an indication either of the participants' lack of commitment with regard to this questionnaire or the process by which the questionnaires were distributed and collected. At any rate, these questionnaires do represent a slight majority of the participants, but do not reflect the feeling of all participants. It is difficult to know the feelings of almost half of the participants since they did not respond to the questions and thus these responses must be understood in that light.

1. How Satisfied Were You With The Material Covered In This Meeting?

When comparing Question 1 in Table V with the combined responses of question 1 in Table IV, we find that the Omaha participants were also pleased with the material covered in their meetings as were those participants in the San Diego and Maryland Conference. Although the feeling was positive, there was no indication of the kinds of material presented in the Omaha Conference, as opposed to the specific information gained in Question 1 of Table IV. Eight out of nine Omaha participants felt positive, although in various degrees, toward the material presented.

2. What Seemed To You To Be The Most Useful Idea Discussed?

Only one response in Question 2 in Table V can be compared with Table IV. Twenty-two percent of those who responded to this questionnaire (Omaha) felt that the brainstorming sessions were the most useful idea discussed in the conference. Twenty-four percent of those who responded to both the San Diego and Maryland questionnaire felt that problem solving strategies and program planning sessions were also the most helpful. Although brainstorming does not comprise the entire problem solving process, it is one method of problem solving. The other two responses to this question received the same number of responses, but could not be compared to the combined responses since they were not given.

3. What Seemed To You To Be The Least Useful Idea Discussed?

Although there was a Question 3 asked in Table V, the responses differed to such a large degree that it became impossible to categorize them. Note explanation in Section III.

TABLE V

OMAHA PARTICIPANT RESPONSES
N = 9*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
1. How satisfied were you with the material covered by this meeting?				
a) Very satisfied	3	33	3	33
b) Fairly satisfied	4	44	4	44
c) Slightly more satisfied than dissatisfied	1	11	1	11
d) Slightly more dissatisfied than satisfied	-	-	-	-
e) Fairly dissatisfied	1	11	1	11
f) Very dissatisfied	-	-	-	-
Total	9		9	99
2. What seemed to you to be the most useful idea discussed?				
a) Progress reports should be made available	2	22	2	33
b) Brainstorming sessions	2	22	2	33
c) Ideas expressed by Alabama	2	22	2	33
Total	6		6	99
4. What suggestion do you have for future subject matter or material?				
a) Programs, problem solving, planning	5	55	5	71
b) Follow-up studies	2	22	2	28
Total	7		7	99

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*Return Rate = 52 percent.

TABLE V - continued

OMAHA PARTICIPANT RESPONSES
N = 9*

	# of Participants Who Responded	% of Respondents	# of Responses	% of Responses
5. Please share any other comments.				
a) Conference gave a good feeling	2	22	2	25
b) Could have accomplished more at the meeting	4	44	4	50
c) LTI summer participants' program was helpful and useful	2	22	2	25
Total	8		8	100

*Return Rate = 52 percent.

SECTION V

GENERAL COMMENTS AND RECOMMENDATIONS

SECTION V

GNERAL COMMENTS AND RECOMMENDATIONS

GENERAL COMMENTS

The following comments pertain to both the responses in the combined Table IV and the responses in Table V. Generally, it can be stated with a fair amount of accuracy that the conference participants received from their particular conference what they wanted. Whether or not these participants came to the conferences with specific needs or wants can not be determined here, but in general they seemed satisfied. Secondly, there is no way of knowing how the participants will use the information that they gained. There was no question which asked how or in what areas would this information be useful. It is difficult to plan a follow-up meeting or contact with these participants without some indication of their direction.

One feeling is very clear -- the importance of an excellent consultant. Combined responses to the San Diego and Maryland Conferences felt that the consultants were the most helpful part of the conference and well informed. Although the respondents on both of the questionnaires did not agree as to the consultants being the most important, but they did list them as one of their top three choices. This indicates that the participants were "hungry" for information and "ate up" everything that was fed to them. What is needed is a method by which information is given to the participants that they do not ordinarily have access to in order to help them in their jobs.

Another common experience to both conferences was the large number of persons either not receiving pre-conference materials or not reading them. The combined percentage was over 70 percent. Something must be done to greatly reduce this number. Regarding the conferences meeting the particpant's objectives, almost eighty percent felt that it did. Almost 90 percent of those who responded felt that they had ample time to talk with their team; thought the resource people were well informed; and felt that the conference was well organized.

The only negative responses concerned the way the sessions were planned. These feelings were also consistent with the responses given in both the San Diego and Maryland Conferences. These participants felt that more time should have been given to certain sessions and that evening sessions and Sunday sessions should have been changed to other days or earlier in the day.

RECOMMENDATIONS

Some of the following recommendations were taken from the participant responses to questions asked in the three questionnaires whild others are suggestions of the evaluation agency and are presented in order of importance. These are given in order to assist the LTI in achieving its goals and objectives:

1. Future questions, whether developed by the LTI staff or an evaluation agency, should include specific questions asking the participants to identify which aspects of the conference were helpful, satisfactory, or poor. General comments do not provide enough data in order for a success to be repeated or a failure to be eliminated. Such information is critical if other conferences, regional, state, or local, are to be planned.
2. Future questions should ask the respondent to indicate his/her job duties, or activities. There was no way of knowing if these respondents were decision makers or program staff.
3. Pre-conference materials should be sent to states with Gifted and Talented Programs even though they may not come to the conference. Such a measure will ensure that all those who come to the workshop will have these materials. This would also ensure that

those who do not participate or register for the workshop will receive some information that they may be able to use. The also means that the LTI is fulfilling its committment to assist all states with Gifted and Talented Programs.

4. Both teachers and students should be encouraged to attend future workshops. Their experiences would be helpful to those whose responsibility will be to develop talented and gifted programs for their states and schools.
5. An attempt should be made to both inform all conference participants of the topics prior to the conference and to ask for their suggestions, comments and feelings. This would help insure that the conference topics would be more in line with participant needs.
6. If participant registration occurs too late in order to send pre-conference materials, said materials should be available at the conference for those who did not receive them.
7. A method should be developed which would inform all states of successful talented and gifted programs in other states and ideas could be presented regarding the development and implementation of new programs.

Scheduled time in which conference participants interact with each other and theim respective team members should remain and be encouraged.

8. Consultants may either be asked to come to the conference earlier, or remain at the conference later. This may increase the time of their availability for the participants.
9. Some time should be set aside in the evening for the participants to mull over the new ideas that they have received during the conference. Since they receive a heavy amount of input, they need the time to sort the material in their minds.
10. With regard to time, some sessions may be able to be combined and thus this will reduce the number of sessions offered and will also allow additional time for other sessions.
11. A re-scheduling of evening and Sunday sessions should occur whenever possible, but if this is not realistic, an attempt should be made to structure these sessions in order to counteract fatigue.

Such recommendations, if followed would greatly contribute to the success of conferences and would provide additional information to the LTI.